

ED 023 816

By - Marshall, William H., Ed.

Family Relations and Child Development. Home Economics Research Abstracts, 1966, No. 6.

American Home Economics Association, Washington, D.C.

Pub Date 67

Note - 94p.

Available from - American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009 (\$1.50).

EDRS Price MF - \$0.50 HC - \$4.80

Descriptors - *Abstracts, *Child Development, Doctoral Theses, *Educational Research, *Family Relationship, *Home Economics Education, Masters Theses

Abstracts are presented for 140 masters' theses and doctoral dissertations in the area of family relations and child development completed in 1966 at 32 institutions. They are grouped according to the age of the subjects used in the investigations. Child development studies are classified as infant and young child, elementary school age, adolescent, and miscellaneous; family relations studies are classified as adolescent, adults, the aged, family and parent-child interaction, and program development. An author index is included. (FP)

\$1.50



Family Relations
and
Child Development

American Home Economics Association



ED023816

VT004818

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

1 HOME ECONOMICS RESEARCH ABSTRACTS -- 1966, No. 6.

1 Family Relations and Child Development .

Edited by

2 William H. Marshall, ed.

Published 1967 by the

2 AMERICAN HOME ECONOMICS ASSOCIATION,^{n.}

1600 Twentieth St. N.W.,³ Washington, D.C. 20009 .

\$1.50 per copy

This publication is one of a new series, HOME ECONOMICS RESEARCH ABSTRACTS, which compiles abstracts of masters' theses and doctoral dissertations completed in graduate schools of home economics. Seven areas of home economics are represented in the compilations scheduled for publication in 1967:

Art
Family Economics--Home Management
Family Relations and Child Development
Home Economics Education
Housing, Furnishings, and Equipment
Institution Administration
Textiles and Clothing

Because of the number of publishing outlets for food and nutrition research, abstracts for that area are not included.

For this initial series, 59 home economics graduate schools submitted nearly 500 abstracts of research completed in calendar year 1966. The abstracts have been edited and prepared for publication by representatives of the subject-matter sections of the American Home Economics Association. The entire publication project has been sponsored by the AHEA Research Section and coordinated by the Research Section Chairman, Mary Lee Hurt.

As this project continues and is evaluated, consideration will be given to including abstracts of research other than that completed to meet academic requirements. It is hoped that HOME ECONOMICS RESEARCH ABSTRACTS will widen the view of trends and progress in current home economics research and add substantially to research data now available.

Library of Congress Catalog Card No. 67-26592

FAMILY RELATIONS AND CHILD DEVELOPMENT ABSTRACTS

<u>Child Development</u>	Page
Infant and Young Child.....	5
Elementary School Age Child.....	31
Adolescents.....	46
Miscellaneous.....	54
 <u>Family Relations</u>	
Adolescents.....	56
Adults.....	66
The Aged.....	71
Family and Parent-Child Interaction.....	73
Program Development.....	81
 <u>Index of Authors</u>	85

This volume contains abstracts of masters' theses and doctoral dissertations in family relations and child development completed in 1966. A total of 140 titles from 32 institutions were received and categorized for inclusion in this volume. To obtain additional information about an investigation, write directly to the researcher or the institution where the research was conducted.

With regard to categorization, many different approaches were tried. It was finally decided to group the abstracts by the age of subjects used in the investigation. Although categorization on the basis of concepts being investigated or theoretical formulation would seem to be much more advantageous, these were not always clear. The theoretical formulation and questions regarding the methodology to test the hypotheses under investigation are matters of research strategy toward which members of the AHEA Family Relations and Child Development Section might well address themselves, perhaps in a joint conference with the AHEA Research Section which is guiding the publication of these abstracts.

WILLIAM H. MARSHALL
West Virginia University

CHILD DEVELOPMENT

Infant and Young Child

Number Concepts of Preschool Children. Constance Hope Absher. Master's. The University of Tennessee, August 1966. Interlibrary loan.

The purposes of this study were to determine the extent to which a preschool child understands the numbers he recites, and to compare the number ability of preschool children attending nursery school with the number ability of preschool children not attending nursery school. It was hypothesized that there would be no relation between children's scores on a number concept test and rote counting ability. It was further hypothesized that there would be no significant differences in scores for children attending nursery school as compared with children without nursery school experience on both tests of number concepts and rote counting ability.

Two groups composed of 20 subjects each were selected for this study. The first group of children was attending the University of Tennessee Nursery School. The second group of children had no nursery school experience.

A series of four tests were administered individually to each subject. The tests were adapted from testing procedures taken from published research. Each test was designed to measure a different aspect of number concept. A rank-order correlation coefficient was obtained for scores for both groups to determine the relation between concept of number and rote counting ability. The t-test was used to compare differences in scores for children attending nursery school and children without nursery school experience on both tests of number concepts and rote counting ability.

Data for this study are inconclusive in relation to accepting or rejecting the null hypothesis. Findings did show that nursery school experience may have some effect on the development of number concepts in middle-class, preschool children as measured by the tests used in this study.

The Effect of the Birth of the First Child Upon the Husband-Wife Communication Relationship. Sumi Adachi. Master's. New York State College of Home Economics, February 1966. Interlibrary loan.*

The Effects of Varying Conditions of Exposure to a Novel Object on Manipulation of Human Infants. Andrew Biemiller. Master's. New York State College of Home Economics, September 1966. Interlibrary loan.

* Abstract not received where brief entries occur.

Construction and Evaluation of a Toy for Preschool Children.
Joseph Johannes Brankey. Master's. The University of North
Carolina at Greensboro, 1966. Interlibrary loan.

The researcher created a wheel toy with reference to the developmental needs of children. It was pretested and tested. Subjects were 36 children, equally distributed according to age and sex (three, four, and five years old). The toy was essentially a rolling cylinder with wheels attached at either end, integral with the center section.

A 30-minute get-acquainted period preceded the three 30-minute data-gathering periods for each age group. Subjects used the toy in free play and in conjunction with schoolroom toys. The toy had two positions, vertical and horizontal.

Objectives of the study were to determine the children's interest in the toy in terms of time used. Categories were: how much of the available play time the toy would be used; whether children in all age and sex categories would vary significantly in their overall use of the toy, and in the time they used the toy in either vertical or horizontal position; how the children conceived the toy while using it; and what schoolroom toys would be used in conjunction with it.

A diary data collection sheet was used for recording data. To determine the significance of differing amounts of time that age and sex groups used the toy in the research categories, the Mann-Whitney Two-Tailed U Test (a non-parametric statistic) was employed.

Results showed the toy was used 100% of available play time. Differences in time that boys and girls of all ages used the toy were non-significant. Differences of time that three-year-old children used the toy as vertical or horizontal also proved non-significant, though differences in these categories were significant for ages 4 and 5.

The Effects of Severe Malnutrition on Cognitive Development in Infants.
Lois Brockman. Doctoral. New York State College of Home Economics,
February 1966. Interlibrary loan. Microfilm.

An Experimental Situation Using Unfamiliar Three-Dimensional Perceptual Material Tested with Individual Preschool Subjects for Its Usefulness in Revealing Accompaniments to Their Higher- or Lower-Fluency in Thinking. Judith Matlock Creighton. Master's. Arizona State University, May 1967. Interlibrary loan.

This investigation had two purposes: to evaluate a specially designed experimental block-play situation for its effectiveness in motivating a variety of exploring behaviors in preschool subjects; and to analyze the exploring behaviors shown and to determine which behaviors were associated with

higher- or lower-fluency in thinking--the quantity of ideations verbalized about or produced with blocks.

Subjects were 10 boys and 10 girls from the Arizona State University Nursery School, with five of each sex in the first and five in the second year of nursery school, ranging in C.A. from 3-8 to 5-5. All were given two standardized IQ tests, and from one of these was tabulated each subject's total of correct choices in items measuring abstract-form perceptual discrimination--called an AFP score.

The block-play situation consisted first and second of Sorting Trials I and II, administered at three to five day intervals, introducing the specially designed blocks, with each being followed by an opportunity to use the blocks freely (Spontaneous-Use Trials I and II), and, third, of Spontaneous-Use Trial III (administered 14 to 20 days later), from which fluency in thinking was counted.

In girls only, higher-fluency was associated with having two years rather than one of nursery school. In all subjects it was associated with: feelings of self as competent, spending longer periods of time in use, choice of blocks by size and shape rather than by location, setting flexible goals in Spontaneous-Use Trial III.

In girls only, lower-fluency was associated with having one year of nursery school. In all subjects it was associated with: feelings of self as incompetent, spending diminishing amounts of time in spontaneous use, choice of blocks by location, and setting of inflexible goals in Spontaneous-Use Trial III.

Quantity of ideations was not associated with sex per se, but was associated slightly with C.A. In younger subjects, knowledge of impending photography had a limiting effect on exploring behaviors. Ability to perceive abstract form was not related to sex, C.A., or years in school but was positively related to error-free sorting. Error-free sorting was strongly associated with being a boy, and, in boys, with showing interest in sorting. Two subjects having perfect AFP scores apparently received much inspiration for building ideas from the block shapes themselves.

The experimental situation motivated 18 subjects to make spontaneous use of blocks in all trials. If fewer variations of blocks were to be used, simplifying the recording task; if a second (unobserved) observer were to tabulate styles of block use on check lists of analysis prepared from the original research report; and if a wider sampling of preschool subjects were to be studied, replication of this research should yield data of statistical usefulness.

Methods Used by Parents to Reveal Adoption to Their Preschool Children. Juanita Putnam Davison. Master's. School of Home Economics, University of Alabama, May 1966. Interlibrary loan.

The purposes of this study were: (1) to discover methods used by the parents to reveal adoption to the child, (2) the child's response to the methods used as seen by the mother, and (3) the mother's evaluation of the methods used.

Subjects were 25 mothers having 27 children adopted in infancy (14 boys and 13 girls) ranging in age from three to six years who had been placed by the Children's Home Society of Florida. Information was obtained from an individual interview with each mother.

Major findings were:

1. Mothers believed in revealing adoption to the child early. Only four of the mothers with three-year-olds had not made this effort.
2. No mothers felt the subject of adoption to be taboo.
3. The term "adopt" and its derivatives was most often used in telling the child. Only a few used terms such as "chosen" or "special."
4. Over half of the children had been told an "original" adoption story rather than a published one, with references made to the placement agency in the child's presence.
5. The response of the children was generally one of acceptance, with only two children indicating any form of rejection.

Color and Form Discrimination in Four- and Five-Year-Old Children from Two Socioeconomic Levels. Katherine Louise Decker. Master's. The University of Tennessee, August 1966. Interlibrary loan.

The purpose of this study was to determine whether there were significant differences in ability of middle- and lower-class four- and five-year-old girls and boys to discriminate color and form. The manner in which stimuli were classified, given a choice between color and form, was also determined. Hypotheses tested in the study were: (1) there is no significant difference in the ability to discriminate color and form or in the manner in which stimuli are classified, given color and form, in middle- and lower-class children; (2) there is no significant difference in the ability to discriminate color and form or in the manner in which stimuli are classified according to age across classes; (3) there is no significant difference in the ability to discriminate color and form or in the manner in which stimuli are classified according to sex across the classes.

The sample included 56 four- and five-year-old boys and girls from

middle- and lower-class socioeconomic backgrounds. Seven girls and seven boys from each age level and socioeconomic status were tested. Middle-class children were from two local nursery schools, and lower-class children were taken from one nursery school, a day care center, and a Head Start project.

The color test consisted of 36 stimuli constructed from felt fabric in six shapes and in six colors. The same stimuli were used in the form test which necessitated matching similar shapes. The color versus form preference test utilized 12 stimuli, two in each color and shape. These were presented in a pre-determined order in groups of three.

Statistical analysis of data consisted of t-tests to determine significance of difference between mean scores of the two socioeconomic groups according to age and sex in relation to tests of color, form, and color versus form preference. The .05 level of significance for two-tailed tests was selected as the confidence level in the study. Highly significant differences were found in all tests at the .05 level or above. Therefore, the null hypotheses were rejected.

Results of this study indicate that socioeconomic background is an influential factor in children's ability to discriminate color and form and in the manner in which they categorize stimuli. Differences in scores were consistently significant across the socioeconomic classes pointing out that environmental factors probably accounted for a major portion of the variance.

Factors Associated with the Activity Level of the Neonate. Glenda Lea Kleppin Dickson. Master's. Brigham Young University, 1966. Interlibrary loan.

The purpose of this study was to determine whether activity level is present as a consistent characteristic of the individual at the time of birth; and if the effects of such factors as labor difficulty, drugs, mother's anxiety, etc. are associated with the activity level of the neonate.

The sample consisted of 15 normal, white babies, born during a 48-hour period at the Utah Valley Hospital. The parents were middle class, predominantly from the Latter-Day Saint religion, and had some education beyond high school.

The measuring instruments consisted of a stablimeter, medical charts, and a questionnaire composed of attitude questions and the Taylor Manifest Anxiety Scale. The stablimeter was judged to be more objective than direct observation and less prohibitive in cost than motion pictures. The medical charts provided such information as duration of labor, drugs used, etc. The questionnaire formed a minor exploratory part of the project.

Each baby was tested four times: at two hours, 12 hours, 24 hours, and 48 hours for a five-minute period. The questionnaires were administered to

the mothers within 24 hours after delivery. The data were analyzed by means of product moment correlation.

Conclusions and findings were: (1) there was no significant correlation between the activity level of the neonate and the duration of labor; (2) there was no significant correlation between infants ranking on activity level at birth and the ranking obtained in subsequent testings; (3) two factors did correlate with activity at the .05 level of confidence. They were weight (the smaller the neonate the more active) and length of gestation (the longer the gestation, the less active the baby).

Parental Attitudes as Antecedents of Preschool Children's Body Image.
Barbara N. Eggert. Master's. University of Rhode Island, 1965.
Interlibrary loan.

The purpose of this study was to investigate the relationship between parental attitudes and a measure of body image definiteness in children.

The sample consisted of 49 children who attended the University of Rhode Island Nursery School. The boundary definiteness of the children was measured by determining Barrier scores from a Rorschach test. The parents were given the parental Attitude Research Instrument to measure their attitudes toward child-rearing.

Correlations were computed between the PARI results and the Barrier scores of the children. Analysis of the data revealed only three significant relationships between the scores of the parents and the scores of the children. Only one of these relationships was in the predicted direction. Since this number of variables could be expected to produce a few significant correlations by chance alone, it was concluded that the data from this study did not support a relationship between parental attitudes and the Barrier scores of children.

Preschool Children's Use of Selected Pieces of Major Playground Equipment. Eva Jane McPherson Elliott. Master's. School of Home Economics, University of Alabama, January 1966. Interlibrary loan.

The major purpose of this study was to explore the preferences and use of 12 selected pieces of major playground equipment by preschool children during free play periods, including differences according to age and sex and adult assistance required in using the equipment. Subjects were 36 children, from two and one-half years through five years of age, who were enrolled at the University of Alabama Child Development Center. The following pieces of equipment were selected: horizontal bars, barrel, packing boxes, nesting-bridge set, jungle gym, playhouse, sandbox, swing set, rope ladder, slide, ladder house, and tree platform. Observations were made for seven consecutive days during two 50-minute free play periods per day. A check sheet was used to record data.

Findings and conclusions were:

1. the slide received the greatest number of choices while the rope ladder received the fewest number;
2. the playhouse was the only item chosen by each child;
3. the swing was the piece of equipment on which the total group spent the greatest amount of time--the set of boxes received the least amount of time;
4. the older group of children made the greatest number of choices, 2,097, with the younger group making only 1,176;
5. both the older and younger children most frequently chose the tree platform--least frequently chosen was the rope ladder for the older children and the set of boxes for the younger ones;
6. at all age levels the boys made more choices than the girls--most frequently chosen was the tree platform by the boys and the slide by the girls;
7. the children needed the greatest amount of assistance in using the swings--they required no assistance in using the boxes, slide, and tree platform--boys asked for more assistance than girls.

The Selection and Consumption of Food by Nursery School Children.
Rachel Fesmire. Master's. University of North Carolina at
Greensboro. Interlibrary loan.

The purpose of the study was to determine which foods from a selected group of food 24 preschool children would select to eat and the apparent amount they consumed. The relationship between the food selected and consumed and the relationship between breakfast at home and the foods consumed at lunch in the nursery school were considered.

Subjects of the study were 24 three- and four-year-old children enrolled in the University of North Carolina Nursery School. For 20 days the order in which the children entered the dining room and the arrangement of the meat and meat substitutes, finger foods, and desserts was randomized.

The total, mean, and range was calculated for the foods selected and consumed and correlation coefficients were computed to determine the relationship between the food selected and the amount consumed. Daily check sheets indicating a breakfast pattern were checked by the child's mother. These were scored and the group average obtained. Correlation coefficients were computed to determine the relationship between the group scores and the food consumed at lunch.

Results of the study indicated that desserts and meats were preferred by the children. Few vegetables were selected or eaten. No relationship was found between breakfast and the food consumed at lunch.

The investigator concluded that the group had established definite food preferences. They were not adventurous in selecting; however, some children with poor attitude toward tasting foods ate more and appeared happier during the investigation.

A Comparison of Animism Conceptualization of Four- and Five-Year-Old Children of Upper Socioeconomic Status and of Poverty Status.

Rosemary Latimer Fisher. Master's. University of Mississippi, August 1966. Interlibrary loan.

The purpose of this study was to determine whether children of upper socioeconomic status have a better mastery of the concept of animism than children of poverty status. A second purpose was to discover which of several characteristics considered in the study were attributed to animism by four- and five-year-old children.

The sample was made up of 60 children four and five years of age. Thirty were of the upper socioeconomic status and were enrolled in the nursery school and kindergarten at the University of Mississippi, Oxford. Thirty were of poverty status and were enrolled in day care centers in Clarksdale, Mississippi, and Pontotoc, Mississippi.

During a personal interview each child was shown a series of nine objects and then was asked concerning each object, "Is it alive?" and whether the object was capable of breathing, moving, growing, feeling pain, making noise, having babies, behaving, and being happy or sad.

The results indicated that four- and five-year-old children of upper socioeconomic status had a better mastery of the concept of animism than four- and five-year-old children of poverty status. The conclusion was reached that the understanding of young children could be increased by improving their socioeconomic status.

Verbal Family Environment and Systematic Reading of Stories as Related to the Language Development of Culturally Deprived Children.

Eugene Fodor. Doctoral. New York State College of Home Economics, June 1966. Interlibrary loan. Microfilm.

Cognitive Style and Children's Drawing of the Human Figure. Elizabeth Ross Fuller. Master's. College of Home Economics, Syracuse University, September 1966. Interlibrary loan.

Results of a timed administration of the Goodenough-Harris Drawing Test

and the Sigel Sorting Task (a pictorial-verbal test of cognitive style preferences) were compared for a sample of 41 Syracuse Nursery School children. No relationships between intellectual maturity as measured by the GHDT and cognitive styles were found, but a significantly greater variability in performance time in two of the subtests of the GHDT was found for children showing a high preference for the relational-contextual cognitive style than was found for children showing a high preference for the analytic-descriptive style.

In addition, marked differences were found between the drawings of a man, woman, and the self made by the "relational" and "analytic" groups.

It was concluded, on the basis of the present and earlier studies of cognitive style, that early behavioral and constitutional differences and accustomed attitudes of interaction with the environment are more likely to be the major antecedents of cognitive style preferences than are differences in intelligence.

Postulation of two basic antecedents of analytic and relating attitudes was made: a liking to see and a liking to touch. Future study of cognitive style both in relation to its early behavioral antecedents and in relation to children's drawings was suggested.

Graphomotor Development in Preschool Children. Elizabeth Carol Goertz. Master's. New York State College of Home Economics, September 1966. Interlibrary loan.

A Study of Categorization in Some Mongoloid Children of Preschool Age. Robert Wolf Goldberg. Master's. New York State College of Home Economics, February 1966. Interlibrary loan.

The Relationship Between Maternal Attitudes and the Independent Behavior of Preschool Children. Doyce Ann Griffin. Master's. Oklahoma State University, May 1966. Interlibrary loan.

The purpose of this study was to explore the possible relationship between independent behavior of preschool boys and maternal attitudes toward achievement and independence training. The subjects for the study were 15 preschool boys and their mothers. The boys ranged in age from three years, eleven months to five years, eleven months. Maternal attitudes were measured by means of a questionnaire adapted from the Torgoff Parental Developmental Timetable and the Winterbottom questionnaire. Scores on the questionnaire represented the relationship between the mothers' attitudes toward achievement and independence for their own children. On these tasks the scoring of independence was in terms of requests for help and acceptance or rejection of offered help.

The two instruments used for measuring the children's independent behavior did not yield similar results. The puzzle box discriminated between the independent and dependent children and gave a wide range of scores. The inlay puzzles had a small range of possible scores and little power of discrimination. However, one significant relationship was that the children who accepted help when it was offered were the children who asked for additional help as they worked the inlay puzzles. No significant relationship was found between children's independent behavior and mothers' attitudes toward achievement and independence as measured in this study; however, a curvilinear relationship may exist. The children seemed to show independent behavior both when the mothers' attitudes were "controlling" and when their attitudes were "freeing."

A Correlation of the Possession of Four Personality Traits in Some Nursery School Children and Their Parents. Margaret Isabelle Henry. Master's. Virginia Polytechnic Institute, August 1965. Interlibrary loan.

This study sought to determine any possible relationships between the extent of development of each of four parental personality traits and the extent of development of the same trait in the parent's child, as well as possible interactions among the traits in the parent-child identification. In addition the investigation sought to determine whether the extent of development was related to (a) a same-sex parent-child identification, (b) an opposite-sex parent-child identification, (c) a mother-child identification, or (d) a father-child identification. The four traits were: achievement, aggression, autonomy, and nurturance.

Subjects consisted of 15 children enrolled in the University Nursery School at Virginia Polytechnic Institute, and their parents. The extent of parental development of the four traits was measured by the Edwards Personal Preference Schedule. The extent of the development of children's traits was measured by (a) Virginia Polytechnic Institute students of child development who observed randomized groups composed of five children per group and ranked the 15 children according to their composite impressions of each child's possession of each of the four traits.

Results of rho computations indicated: (1) opposite-sex children of aggressive parents tended to be nonaggressive; (2) children of highly nurturant parents tended to be non-nurturant; (3) children of highly autonomous fathers tended to lack the achievement motive; (4) children of achieving parents of the same sex tended to possess the achievement motive.

A Study of the Comparability of Two Instruments Designed to Measure Originality in Preschool Children. Wilma McFalls Holt. Master's. Oklahoma State University, July, 1966. Interlibrary loan.

The purpose of this research was to compare two research instruments

designed to measure originality in preschool children. One instrument, Form-A by Cronquist (1964) was available; and a second instrument, Form-B, was developed by the writer. The Form-B instrument was administered to 48 children, four and five years old; and the responses of these children were analyzed to determine whether or not there were sex differences and age differences in originality. The two originality instruments, Form-A and Form-B, were then administered in a test-retest design to 48 children, five years old. Half of these children were tested first with Form-A, and the other half were tested first with Form-B. These tests provided the data for the comparison of the two instruments.

A split-half correlation coefficient of +0.913 (Spearman-Brown formula) indicated that the Form-B instrument was reliable. Neither sex differences nor age differences were apparent. Statistical analyses of the test-retest data indicated that the two instruments were not comparable. The changes in scores from the first to the second test were significantly greater when Form-B was the first test administered; and in general, the scores obtained on Form-A were higher than the scores obtained on Form-B. An item analysis indicated that scores for most items on Form-A were higher than the scores for Form-B items. Recommendations were made for the construction of two new tests, each with five items from Form-A and five from Form-B.

The Effect of Culture on Mother-Child Tactile Communication. Vidal Clay Hoyt. Doctoral. Teachers College, Columbia University, 1966. Interlibrary loan. Microfilm.

This was an exploratory study to research the general pattern of interpersonal tactile communication that exists between a mother and her small child in American culture.

The sample consisted of 45 mother-child pairs in the setting of a beach. The children were selected randomly; they ranged in age up to four years. Beach areas for observation were determined through assignment to three general social classes.

Photography was used to record the tactile behavior of the mother-child pairs in conjunction with written notes describing their activities during an hour-long observation. The observed tactile communication was coded into categories of behavior. Frequency of tactile contacts was statistically tabulated by counting each tactile communication as one unit. Duration of contact was handled by computing the time for each touch-unit.

It was found that for all three social classes, tactile contact scores were the greatest for the just-walking children, and that this score declined regularly with age.

The study showed that girls below two years of age receive more tactile contact than boys, but this trend changes with age. The frequency of tactile

contact was of the greatest duration in the middle class. Tactile contact between mother and child most often expressed caretaking and nurturance, not love and affection.

The researcher feels that these patterns of tactile communication are culturally determined, and that tactile contact is minimized in American society.

Social Interaction Among Mexican-American Children Enrolled in Day Care. Janet Marie Huntzinger. Master's. Kansas State University, January 1966. Interlibrary loan.

The purpose of this study was to study social activities of migrant children. Subjects were 44 Mexican-American children attending a day care center in Holcomb, Kansas. The children ranged in age from three to six years. Attendance at the center was from 8:30 a.m. to 4 p.m. five days a week for five weeks. Time sampling was used to record contacts the children made with adults, siblings, and other children. Parten's categories for levels of play (isolated, parallel, associative, cooperative) were used. Behavior which involved two or more children was categorized as: caretaking, physical, non-physical, aggressive. Person contact was recorded. Contact was defined as any active or passive involvement between two or more individuals. Analysis was made by use of the median and by chi-square tests.

Results showed that during outside play there was a tendency for older children to have more contacts both with adults and with other children than did younger children. Inside, older children made significantly more contacts with other children than did younger children. Both younger and older children and both boys and girls made fewer contacts with adults than with other children or siblings. Girls contacted siblings and other children more frequently than did boys. Older children exhibited more non-physical behavior (principally talking) than did younger children, and all children had more non-physical contacts than caretaking or physical contact. There were no significant sex differences in this respect. Younger children were more frequently involved in isolated play than were older children. Younger and older children of both sexes engaged more frequently in parallel play than in any of the other types.

Determining the Need for a Preschool Child Development Center for Culturally Deprived Children in Stillwater, Payne County, Oklahoma. Lewis Howard Irving. Master's. Oklahoma State University, July 1966. Interlibrary loan.

The purpose of the study was to determine the extent of the need for a preschool child development program for culturally deprived children in Stillwater. A questionnaire was constructed to identify selected family characteristics and to determine if these families recognized a need for or had an interest in the development of a preschool center. Based on the

interviews with 102 mothers, 73 families (71.6%) were classified as culturally deprived on three criteria: first, they lived in the high welfare incidence area of Stillwater as identified by the County Welfare Department; second, the families' income for its size fell below the minimum standard established by the Office of Economic Opportunity; and third, in education the parents had not gone beyond high school.

Sixty-five families (89.0%) were willing for their children to participate in a preschool child development program. Fifty-two (71.2%) of the mothers indicated a willingness to assist and 14 (19.2%) indicated that their husbands would be willing to assist. Within the 73 families, however, there were eight mothers (11.0%) who did not believe a preschool program would prove advantageous and were not willing for their children to participate. The mothers who were interested were strongly favorable toward the continuous all-day program with 91.8% making this choice. There were 109 children between two and five years of age. A total of 134 preschool children were present in the 65 families willing for their children to participate.

Children's Preferences for Picture Book Illustrations. Barbara Hancock Jackson. Master's. Texas Woman's University, Denton, Texas, August 1966. Interlibrary loan.

The study determined preferences of three-year-old children for color and drawing style of picture book illustrations. Preferences of boys and girls were compared to ascertain possible differences in preferences. The 24 children who comprised the sample were enrolled in the Texas Woman's University Nursery School. Four illustrations, identical in subject matter but varying as to style and color content, were utilized to obtain preference responses from the participants. Four picture versions included a color realistic, a black and white realistic, a color stylized, and a black and white stylized. Data were collected in three test sessions scheduled at intervals of approximately two weeks.

A chi-square analysis revealed highly significant differences in preferences. Preference for color as opposed to black and white was highly significant for the group. Boys preferred stylized versions while girls were realistic. The picture versions received the most preference choices with the color realistic picture a close second. Differences were non-significant when preferences of boys and girls were compared.

Conclusions were that color is a desirable quality in children's books and that books of varied drawing styles might be used successfully with preschool children. Generalizations as to preferences should be avoided, and children provided with picture books incorporating varied styles and colors used. Expanded research could furnish further information regarding children's preferences.

An Experimental and Descriptive Study of Children's Pre-Representational Drawings. Harlan H. Holladay. Doctoral. New York State College of Home Economics, February 1966. Interlibrary loan. Microfilm.

Children's Perceptions of Their Mothers' Attitudes Towards Their Dependent and Aggressive Behavior. Ann Elizabeth Jones. Master's. College of Home Economics, Summer 1966, Michigan State. Interlibrary loan.

This study dealt with two aspects of the socialization process, dependency and aggression, viewed in the context of the parent-child relationship. The two hypotheses for this study were: (1) a child will perceive his mother's attitudes towards his dependent and aggressive behaviors as being predominately permissive or predominately restrictive. The expected relationship is a 3.1 ratio; (2) a child's perception of his relationship with his mother positively correlates with the mother's reported attitudes towards dependent and aggressive behaviors in her child.

A random sample consisted of 40 nursery school 4-year-olds (20 girls, 20 boys) and their mothers.

Each child's perceptions of his mother's attitudes were ascertained by fantasy doll play technique. Subjects were required to finish eight incomplete story roots, four dealing with the dependency dimension and four with the aggression dimensions of the socialization process. To ascertain the mother's attitudes towards dependent and aggressive behavior of her child, the Sears Parent Attitude Scale was employed. The children's stories were rated by a panel of four judges according to criteria for a restrictiveness-permissiveness continuum. Frequency distribution curves were drawn comparing the Ss' scores for the dependency and aggression dimensions and distribution curves were also drawn comparing the boys' scores with the girls'. The children's scores for each dimension were then correlated with each of the mothers' scores on the Sears' Parent Attitude Scale.

Data indicated children perceived their mothers' attitudes towards their dependent and aggressive behavior as predominately permissive or restrictive. There was little or no agreement between the children's perceptions of their mothers' attitudes and their mothers' expressed attitudes towards dependent and aggressive behavior.

A Study of Child Care Arrangements for Children of University of Alabama Students Living in a University Housing Area. Elizabeth Collins Kent. Master's. School of Home Economics, University of Alabama, August 1966. Interlibrary loan.

This study involved an investigation of child care arrangements made by a group of married students at the University of Alabama. The data were

collected by interviews. The sample included 111 mothers living on the Northington Campus, a University housing area. The 111 mothers had a total of 167 children ranging in age from infancy to 18 years; however, almost three-fourths of the children were preschool age.

Major findings were: (1) all of the fathers were students with over three-fourths being seniors or graduate students; more than one-half of the mothers were away from home during the day, either working or attending classes; (2) almost 40% of mothers away from home made arrangements for child care in a group situation; one-third depended on maids; the remaining mothers used relatives, baby sitters, small group care or a combination of arrangements; (3) 22% of the mothers were definitely dissatisfied with their child care arrangements; 15.3% thought theirs suitable for the situation; 27.1% thought theirs only adequate; and 25.6% were very satisfied; (4) approximately four-fifths of the mothers staying home with their children stated an interest in using good child care facilities; (5) a total of 91 children were in need of some form of group care. Seventy-five per cent of the mothers expressed a desire to have additional child care facilities available.

Dependency and Aggression in Children as a Function of Expressed Maternal Attitudes. Marcia Patterson King. Master's. College of Home Economics, Michigan State University, Spring 1966.
Interlibrary loan.

This study investigated the influence of mothers' reported behavior on children's dependent, independent, and aggressive behavior. The subjects were 40 children attending the Laboratory Preschool at Michigan State University and their mothers.

The Sears Attitude Scale was used to measure the mothers' attitudes on four dimensions: rules and restrictions, permissiveness for dependent behavior, punitiveness for aggression toward parents, and permissiveness for aggression toward parents. Direct observations were made of the children's behavior during the nursery school period employing predetermined categories and 3-minute sampling periods.

Main results were: (1) measured by the Sears Attitude Scale, mothers of boys and mothers of girls were not differentially permissive or restrictive for rules and regulations, punitiveness for aggression toward parents, permissiveness for aggression toward parents, or permissiveness for dependent behavior; (2) no significant sex differences were found in the children's dependent, independent, and aggressive behavior in the nursery school setting; (3) a negative relation was found between maternal punitiveness, as measured on the attitude scale, and observed dependent behavior for girls but not for boys; (4) mothers who scored low on permissiveness and high on punitiveness tended to have children who scored high on aggression; mothers who scored high on permissiveness and low on punitiveness tended to have children who scored low on aggression; (5) mothers

who scored low on permissiveness and high on punitiveness tended to have children who scored high on dependency and/or low on independence.

Comparison of Child-Rearing and Family Life Attitudes of Spanish Speaking Mothers and Fathers. Sandra Darlene Balanesi Larson. Master's. San Jose State College, June 1966.

The purpose of this study was to compare the child-rearing and family life attitudes of Spanish-speaking mothers and fathers of low-socioeconomic status. An attempt was made to ascertain the differences, if any, between the child-rearing and family life attitudes of Spanish-speaking mothers and fathers. The subjects were 33 Spanish-speaking mothers and their husbands with at least one child between the ages of four and six. A Spanish translation of the Parental Attitude Research Instrument was utilized. The findings indicated that the mothers expressed attitudes that the fathers were inconsiderate and the mothers more ascendant. The fathers were more intrusive. No differences were found between strictness of the mother and father. Further study along this line was indicated to substantiate the findings.

A Study of Teaching Experiences in Relation to the Development of Certain Scientific Concepts by Nursery School Children. Cylian Skinner Law. Master's. University of Mississippi, August 1966. Interlibrary loan.

The hypothesis tested in this investigation was that three- and four-year-old children who have cooked foods and observed the results as well as experienced stories, pictures, and descriptions of these foods would have a significantly better mastery of the concept that heat produces certain changes in foods, than would three- and four-year-old children who experienced stories, pictures, and descriptions only.

The subjects for this study were seven three-year-old children and 13 four-year-old children from The University of Mississippi Nursery School in the spring of 1966.

The instrument used to test the subjects' understanding of this concept was an oral, free-response, interview during which the child was asked to name examples of foods demonstrating the concept. The children were divided into experimental and control sections on the bases of their scores on the test and their age and sex. The control section experienced stories, pictures and descriptions that support and underlie the concept that food undergoes changes in volume and firmness when it is cooked. The experimental section experienced the same instruction as the control section with the addition of cooking activities.

According to the results the children in the experimental section showed a greater improvement than those in the control section, but this

difference was not statistically significant at the .05 or the .01 level of probability. Therefore the hypothesis was rejected.

Child-Care Arrangements of Working Mothers with Preschool Children:
A Descriptive Study. Ellen Robin Lipton. Master's. New York
State College of Home Economics, September 1966. Interlibrary loan.

Physiological and Psychological Factors Related to Selected Food
Choices: Five Case Studies. Sue Swindell Martin. Master's.
University of North Carolina at Greensboro, 1966.

The purpose of the study was to investigate the interrelationship between foods selected and consumed and behavior exhibited by five preschool children. These children attended the Nursery School (School of Home Economics) at the University of North Carolina at Greensboro.

For 20 consecutive days the 24 children enrolled selected their food for the noon meal cafeteria style. Each child entered the room in random order and selected his food from 24 foods randomly arranged by food groups. The selected food was served by an adult in a predetermined amount. Each day an adult sat with the children at a regular place and recorded their food selections. Plate waste was weighed to determine the amount of consumption.

Selected for this study were the five children who had been present each day of the food study. Foods selected and consumed, results of behavior profiles checked by five staff members and five student teachers, and background information were presented in case study form.

Conclusions were that: (1) a child from a pleasant family tends to judge the amount of food he can eat; (2) a child who appears to have a stable personality tends to show stability in food selection patterns; (3) a child unpredictable in social behavior tends to be unpredictable in other areas of behavior; (4) a child who experiences inconsistent parental discipline tends to consume a low percentage of foods selected; (5) a child whose behavior is consistent tends to exhibit consistent activity or decision-making patterns; (6) preschool children tend to consume small amounts of food.

The Imaginative Behavior of Disadvantaged and Privileged Preschool
Children. Mary Massey. Master's. Florida State University,
June 1966. Interlibrary loan.

This study investigated the imaginative behavior of disadvantaged children compared to middle-class or privileged children. Imaginative behavior was operationally defined as that which is characterized by children's participation in dramatic play, imitation of characters,

animals, or objects, and possession of imaginary companions. Variables controlled were race, social class, and sex. Sixty children who were five to six years old, their mothers, and their kindergarten teachers were subjects. Subjects were divided into four groups of 15 each: (1) middle-class Caucasian; (2) lower-class Caucasian; (3) middle-class Negro; (4) lower-class Negro.

Two instruments prepared by the author were designed to elicit information from mothers and from kindergarten teachers regarding each child's imaginative behavior. Face validity was assumed. An index of the reliability of the two inventories was determined by the test-retest method. Reliability was found to be 93% and 90% respectively. A chi-square item analysis was used.

Twenty-six per cent of the children had an imaginary companion. Most common role for the companion was that of a friend. A chi-square value of 5.45 was found between the socioeconomic status groups and the presence of imaginary companions with the middle class evidencing more imaginary companions.

The lack of imaginary companions in the lower class may be due to the lack of environmental stimulation and attitudes of parents toward imaginative behavior. The emphasis on language development through Head Start programs may create a higher frequency of imaginary companions and imaginative play among the lower-class children. There appeared to be a disappearance of imaginary companions as social contact was increased.

The Effect of Nursery School Experience on Assertiveness, Independence, and Anxiety. Judith A. Meissner. Master's. University of Illinois, 1966. Interlibrary loan.

The purpose of this study was to measure the effects of nursery school experience upon three personality factors: assertiveness, independence, and anxiety.

Two major comparisons were made which involved four comparison groups of nursery school children. First, 17 children between the ages of three and one-half and five and one-half years in a nurturant, high-guidance nursery school atmosphere at the University of Illinois Child Development Nursery School were compared with a similar group of 17 children within the same age range in a non-nurturant, "businesslike" nursery school atmosphere during an eight-week summer session. Second, a group of 20 children was selected from the combined environments and compared with a matched (age and sex) group of 20 non-nursery school children.

The Peabody Picture Vocabulary Test was given initially to rule out any significant differences in verbal intelligence among the groups. A battery of six personality tests selected from Cattell and Peterson's 1959 factor analytic study with young children was administered at the beginning and end

of the eight-week period. Data obtained from the experimental test battery were analyzed using the t-test for differences between means.

The nurturant group was found to be slightly more assertive than the "businesslike" group at the end of the eight-week exposure. The nurturant group was also slightly, but not significantly, higher in both independence and anxiety than was the "businesslike" group.

The combined environments group was found to have increased significantly in independence relative to the non-nursery school group. The combined environments group was also slightly, but not significantly, higher in assertiveness. Anxiety increased slightly for both groups.

It would appear that independence as a personality factor is measurably modified by nursery school experience and that assertiveness is specifically affected by the type of preschool atmosphere to which the child is exposed.

Behavior of Preschool Children Related to Age, Sex, Race, Maternal Formal Education and Child Rearing Knowledge. Tommie Collins
Montgomery. Doctoral. Texas Woman's University, Denton, Texas,
August 1966. Interlibrary loan.

The purposes of this study were to investigate the occurrence of 59 behavior characteristics in a selected group of preschool children living in Denton County, Texas, in 1966, and to consider maternal education and maternal child rearing knowledge as related to child behavior. Basic sources of data for the study included mothers of 50 children enrolled in the Texas Woman's University Child Development Laboratories and 118 Caucasian and Negro preschool children, 60 boys and 58 girls. Data relating to the investigation of selected preschool children were collected through observations, group and individual testing sessions, home visits, and personal interviews.

Summary findings revealed significant differences between frequencies of occurrence of behavior characteristics occurred between races with some differences occurring between ages and sex groups. Boys tended to have significantly more problems relating to routine habits, speech development, and other overt behaviors than girls of the same age groups. Caucasian preschool children tended to have more problems in the categories of routine habits, social adjustments, and other overt behaviors while the Negro children tended to have more problems in emotional reactions and speech development. The t-test analysis between the three maternal education groups in the total study revealed children whose mothers had a high school education or less had significantly fewer problems than children whose mothers had more education. Data indicated that the reported frequencies of occurrence of behavior characteristics in the present study were more similar than different from those reported by Hattwick and Sanders in 1938.

Traditional Family Ideology and Children's Cognitive and Emotional Development. Elsa Glenn Perkins. Master's. College of Home Economics, Syracuse University, August 1966. Interlibrary loan.

The purpose of this study was to relate traditional family ideology to the child's cognitive and emotional development. This was accomplished by correlating scores on the Traditional Family Ideology Scale (TFI) with those on Sigel Sorting Task (SST) and the TFI with teacher ratings of an Autonomy/Dependency scale.

The TFI was administered to 47 highly educated middle-class mother Ss. It measured a continuum of degree of traditional orientation, low scores on which represented democratic or least traditional orientation while the high scores represented the most traditional orientation.

The SST and teacher ratings were accomplished in a concurrent study. The 12 matching picture situations of the SST were administered to 43 prekindergarten child Ss. The SST measures three levels of cognitive development. They are from lower to higher levels as follows: Relational, Descriptive, and Categorical-Inferential.

The Autonomy/Dependency ratings were done on 45 child Ss by their nursery school teachers. These ratings measured degree of emotional development according to specific teacher-child interactions.

It was predicted that a high measure of traditional family ideology would be related to a low level of cognitive development and to dependent behavior in children. A more democratic or less traditional measure of family ideology might then be related to higher levels of cognitive development and to more autonomous behavior in children. None of the predictions was confirmed.

A Study of Familial Factors of Families with Children Eligible for an Enrichment Program. Suzanne Adele Persson. Master's. Oklahoma State University, May 22, 1966. Interlibrary loan.

The purpose of this study was to describe and analyze the familial factors of those families who were eligible for and who enrolled their child in the Stillwater Project Head Start with those families who were eligible but did not enroll their child in the Project. The sample for this study consisted of families eligible to participate in Stillwater Project Head Start, Summer of 1965. They lived in an area of Stillwater designated by housing of low quality and substandard maintenance. Within the sample of 40 families were 20 eligible families who had enrolled their child in Project Head Start, group E, and 20 eligible families who had not enrolled their child in the Project, group C. Information on selected familial factors was obtained in an interview with the mother in each of these families. The questions were designed to facilitate the following comparisons: mobility patterns, occupational level of parents, income level of parents, educational attainment of parents, availability of sources of information, housing conditions and initial contact regarding Project Head Start. The chi-square test was used in data analysis.

Statistical analysis of the data revealed that: (1) Group E families were significantly less mobile during the last two years than were group C families at the .02 level. A significantly higher proportion of group E families had lived at their present address a year or more than had group C families. (2) The occupational levels appeared to be similar for both groups in that one-half to three-fourths of the employed parents were engaged in work categorized as "household or service." (3) Significantly more group E families had an annual income of \$3,000 or more than did group C families at the .05 level. Forty per cent of group E families were supported by wages of both parents as compared to 15% of group C families. (4) Significantly more mothers in group E completed at least the 10th grade than did group E mothers at the .02 level. No significant statistical difference between the groups in the fathers' educational attainment was noted. (5) There was no significant difference in the condition of housing between group E families and group C families. (6) There was no significant difference in availability of sources of information between families of group E and group C, except in the possession of a telephone, which was significant at the .05 level. (7) Significantly more families of enrolled children were personally contacted about enrolling their child in the Project at the .01 level.

Reactions to Failure in Preschool Children from Different Ethnic and Socioeconomic Backgrounds. Khudaija Rizwana. Master's. School of Home Economics, University of North Carolina at Greensboro, 1966. Interlibrary loan.

The purpose of this study was to describe the reactions to a frustrating test situation of Negro and white children from both middle and lower classes.

Subjects were 114 children, ages 3-6 years, enrolled in five day care centers: 37 middle-class Negro, 29 lower-class Negro, 29 middle-class white, 19 lower-class white. The test used to measure reactions to failure was the Puzzle Box Test devised (1937) by Keister. The Mann-Whitney Test was applied to the following group comparisons: younger vs. older children; girls vs. boys; middle-class Negro vs. lower-class Negro; middle-class white vs. lower-class white; middle-class Negro vs. middle-class white; lower-class Negro vs. lower-class white; Negro vs. white; middle class vs. lower class.

No significant differences were found between reactions of: girls vs. boys, younger vs. older subjects; white and Negro groups as a whole; middle- vs. lower-class Negro children; or children in middle class of both races. Significant differences were found only between: (1) lower-class white and Negro children, with the white children asking more help than the Negro children, and (2) middle- and lower-class white children, with the lower-class subjects asking more help in solving the problem. Since differences between the various subgroups were slight and somewhat inconsistent, the conclusion was drawn that other factors besides race and class were operating as variables.

Parent-Child Interaction as It Relates to the Ego Functioning and Self Concept of the Preschool Child. Sylvia C. Schwartz. Doctoral. Teachers College, Columbia University, August 2, 1966. Interlibrary loan. Microfilm.

This study sought to explore some of the possible antecedents of the preschool child's self-concept. How and when does a child's self-concept emerge and develop? What factors in the young child's life influence the formation of a positive or negative self-concept?

The subjects were 40 children in nursery school and kindergarten in New York City. A behavioral rating scale was developed and the total sample tested. Nine children with the highest and nine children with the lowest self-concept scores were compared. Mother's attitude of each of these sub-groups were scored through the use of an interview schedule.

Effective functioning in the two areas of autonomy and regulation and control of drives was predictive of a high self-concept. Differences in background characteristics of the two groups were that the high self-concept group had more girls than boys, fewer only children and more children who were members of four-person families, mothers who were exclusively homemakers, parents slightly younger than the median, and parents who participated more actively in their religious observances. High self-concept children were described by their mothers as being active, outgoing, and aggressive in their interaction with their environment from infancy onward, whereas the low group were described by their mothers as being shy, unassertive, and beset with feeding problems.

Cross-Modal Discrimination of Geometric Forms by Young Children. Dora Anita Southard. Master's. Iowa State University, 1966. Interlibrary loan.

The purpose of this study was to determine the ability of young children to discriminate geometric forms within and across the visual and tactual modalities.

Nursery school and kindergarten children were given geometric form discrimination tasks. Fifty-one subjects were randomly assigned to one of three treatment groups involving visual-visual comparisons, tactual-tactual comparisons, or visual-tactual comparisons of the stimulus figures. The stimulus objects consisted of 20 pairs of geometric forms, 10 identical and 10 non-identical pairs. Each pair was presented simultaneously to either the visual, tactual, or visual-tactual modalities.

Results indicated that performance on the visual-visual comparisons was far superior to the performance in tactual-tactual comparisons; discrimination in the visual-tactual comparisons was considerably inferior to visual-visual comparisons but somewhat superior to tactual-tactual

comparisons; performance increased significantly with age on tactual-tactual comparisons but not on visual-visual and visual-tactual comparisons. More errors were made in judgments of non-identical forms than in judgments of identical form in all treatment groups.

A Comparison of the Expressed Preferences of Preschool Children for Songs in the Major or Minor Musical Mode and the Presence of Songs in Such Modes in a Selected Sample of Children's Musical Literature.
Carroll Campbell Strickland. Master's. School of Home Economics, University of Alabama; December 1966. Interlibrary loan.

The general purpose of this study was to compare the expressed preferences of preschool children for songs in the major or minor musical mode with the presence of such songs in children's musical literature.

The subjects of the study were 17 preschool children ranging in age from 62 months to 72 months, enrolled in the Child Development Center in the School of Home Economics at the University of Alabama. During each of five consecutive weeks, one song written in the major musical mode and another song in the minor mode were presented to the subjects in a group situation. Both songs pertained to the same interest and both were related as closely as possible in title, content, number of measures, and tonal range. At the end of each week, each child was questioned privately concerning the song he liked better to sing.

A selected sample was obtained from the children's musical literature used most frequently with this group of children. This sample was then surveyed to determine the presence of songs written in the major or minor musical mode.

Conclusions were: (1) the preschool children in this study expressed a greater preference for songs written in the minor musical mode than for those in the major mode--in contrast, in the selected sample of children's musical literature surveyed, there were by far fewer number of songs written in the minor musical mode than in the major mode; (2) songs in the major or minor musical mode comprised almost the entire sample of children's musical literature--of the 1664 songs surveyed, only 23 were classified in the "other" category; (3) the findings of this study would seem to suggest that the preferences of preschool children for songs written in the major or minor musical mode may not have been sufficiently taken into consideration in writing songs for preschool children and in compiling these songs in children's musical literature for use in preschool programs; (4) the findings of this study would also seem to indicate that it might be desirable to include more songs in the minor mode in children's musical literature in order to provide for greater variety and to extend children's musical experiences. It might also make possible a wider range for self-expression through music, if modes do, as it has been suggested, relate to moods and emotions.

Behavior Variability Among Adopted and Biological Infants Under Stress. Carol Jean Tilford. Master's. Iowa State University, Ames, Iowa, May 1966. Interlibrary loan.

The relationship between discontinuity in mothering experiences in early infancy and behavior under stress at one year of age was investigated for 104 infants. Discontinuity was defined in terms of adopted (two or more mother figures prior to adoption) and biological status (no more than one mother figure). There were 65 infants in the adopted group and 39 in the biological group.

An Infant Behavior Scale, developed in a previous study, was further refined through factorial analysis to yield three factors of infant behavior under stress: (1) Alert-Laconic, (2) Acquiescent-Discontented, and (3) Active-Inactive. Behavior under stress was examined by trained observers who viewed individual films of each of 104 infants taken during a stress situation. Each observer independently rated each infant on the three factors of the Infant Behavior Scale.

The factors scores of the observers were treated as dependent variables and examined in relationship to the independent variables of intelligence, sex, and adoptive vs. biological status. Analysis of variance revealed no significant relationship between the independent and the dependent variables.

On the basis of the results, no relationship between the discontinuity in mothering experiences in early infancy and behavior under stress at one year of age was established.

A Survey to Determine Child Care Services Desired by Working Mothers of Preschool Children and Available Child Care Services in the Lubbock Day Nurseries. Myra Bownds Timmons. Master's. Texas Technological College, August 1966. Interlibrary loan.

The purposes of this study were to determine (1) available child care services offered by the public day care centers in Lubbock, Texas; (2) child care services desired by working mothers of preschool children enrolled in the day care centers in Lubbock, Texas; (3) whether there is a significant difference between the available child care services and the desired child care services.

The sample included the total population of working mothers who had children enrolled in the three Lubbock public day care centers. Two questionnaires were developed. One was given to working mothers to determine desired services; the other was given to directors and teachers in the Lubbock Day Nurseries to determine available services. Data were analyzed to estimate significant differences in available and desired child care services through the use of percentage distribution and the chi-square technique.

The majority of mothers who used the day care centers were (a) young mothers (two-thirds were less than 35 years of age) (b) from the lower socioeconomic group (c) employed either as laborers, domestic help, or in clerical or secretarial positions. The type of position held was indicative of the academic achievement of the working mother. The majority of mothers indicated preference for child care services that were less desirable than the available child care services. Working mothers were not aware of the child care services they might expect in public day care centers; they did not have the knowledge of standards considered necessary by professional people in the field of child development. This lack of understanding, due to limited experience with day care centers, resulted in an evaluation which showed the expectations of the mothers were considerably less than those which more educated parents might expect.

A Survey of Weekday Programs for Preschool Children in Southern Baptist Churches in North Carolina. Elizabeth Tucker Wagoner. Master's. The University of North Carolina at Greensboro, 1966. Interlibrary loan.

The three main objectives of the study were: (1) to locate services now offered for preschool children in Southern Baptist Churches in North Carolina; (2) to obtain reasonably accurate knowledge of programs now in the planning stages in the area of preschool services; (3) to gain insight into the need and demand for consulting services which might be offered to the churches by the Baptist Children's Homes of North Carolina, Incorporated.

All Baptist churches in the State of North Carolina whose resident memberships were 500 or more were included in the study. A questionnaire was constructed and mailed to the pastors of the 289 churches.

Of the 234 questionnaires returned, 137 churches reported that they had no weekday preschool program and no plans for engaging in such a program. Thirty-seven churches reported no program operating but plans for one under consideration. Fifty-nine questionnaires were returned from churches which offered one or more of the programs defined. Programs planned and those offered were studied in relation to location of church, size of membership, type of community in which the church functions, and geographical distribution throughout the state.

It was concluded that churches were involved in weekday programs for preschool children and would be increasingly entering this area of services. It was also concluded that help was needed and could be used in providing for these services and that the Baptist Children's Home should implement its present plan of assisting churches with this work.

The Effects of Adult Presence and Absence on the Independence Behavior of Preschool Children. Rosemary Isabel Whiting.
Master's. Iowa State University, Ames, Iowa, February 1966.
Interlibrary loan.

The relationship between the presence or absence of an adult and the independence behavior shown by 22 preschool children was investigated. The subjects were the total population (12 boys and 10 girls) of 5-year-old children enrolled in a laboratory nursery school.

Each child was brought individually to a room organized similarly to a nursery school playroom for a 10-minute play period. The experimental treatment conditions, randomized for each subject, consisted of the child spending 5 minutes of play in the presence of an adult and 5 minutes of play alone. The 10-minute play period was filmed, without the subject's knowledge, from a soundproof observation booth equipped with one-way vision mirrors. An independence behavior instrument was developed using the components of initiative, direction, control, and assertion accompanied by the certainty scale technique of scoring. Processed films were then judged by two observers for amount of independence behavior displayed under the experimental conditions.

Analysis of variance revealed no significant differences in the amount of independence behavior shown by the subjects in the presence or absence of an adult. Although not significant, there was a trend toward increased independence behavior resulting in the presence of an adult for the component of direction. Girls consistently scored higher than boys in all components of independence.

Elementary School Age Child

Experimental Acceleration of Children's Grammatical Rules. Mary Sue Hersey Ammon. Master's. New York State College of Home Economics, September 1966. Interlibrary loan.

Effects of Models and Controlled Drawing Techniques on Children's Pictures. Carol Esther Brindley. Master's. Iowa State University, Ames, Iowa, August 1966. Interlibrary loan.

The effect of a variety of models and varying degrees of controlled drawing techniques on the free drawing responses of children was investigated. All available 9-year-old children (26 girls, 7 boys) attending a university laboratory school were selected as subjects.

Pictures of three houses, selected by judges to be the least similar in outline and detail from a field of eight pictures, were combined with three degrees of controlled drawing techniques (tracing, copying, drawing) to form six treatment situations. Children were randomly assigned to one of the six treatments and standard instructions were given to each child individually. In every case a child was asked to reproduce the model or models three times by the method prescribed for that treatment. As a child finished, models and drawings were removed and he was instructed to draw a final house any way he liked.

Four judges rated the final drawings in terms of similarity to each of the three pictures of model houses. A fourth model house was introduced as a control in the judging.

Analysis of variance revealed a significant relationship between treatment and final drawing for those children who experienced High Guidance (tracing)-Low Variety (one model). Although not significant, there was a trend in the same direction whenever the treatment involved Low Variety. No other combination of control and variety was significant.

It was concluded that combinations of guidance with low variety are not to be recommended as suitable teaching methods to help children synthesize experiences into their own expressions and ideas in art work.

The Effect of Competition on Accuracy of Visual Perception: An Attempt to Replicate and Validate a Soviet Method for Measuring Ego and Group Orientation. Helen Edith Chuckrow. Master's. New York State College of Home Economics, September 1966. Interlibrary loan.

A Comparison of Three Methods of Mirror-Image Reversal Discrimination with Kindergarten and First Grade Children. Virginia Smith Cronin. Doctoral. New York State College of Home Economics, June 1966. Interlibrary loan. Microfilm.

A Study of Children's and Parents' Expressions of Preference for the Sex of Their Children and Children's Perception of Parents' Preference. Lynn Alexander England. Master's. University of Mississippi, August 1966. Interlibrary loan.

The purpose of the study was to determine whether a greater number of children and of their parents prefer male to female offspring. Whether children perceive parents as preferring male children was another consideration of the study.

Data were collected from two sources: (1) from personal interviews with 67 children, five and six years old, who were enrolled in the Happy Day Kindergarten in Searcy, Arkansas, in the spring of 1966; and (2) from questionnaires answered by the parents of 60 of these children. In the interviews the children were asked whether they thought a prospective mother and father would want a girl baby or a boy baby. The children were then asked which sex they would want for their own future child. On the questionnaires the children's parents were asked to give their personal preferences for the sex of a first child, an only child, and a family of three children.

From the results obtained from the study, additional evidence was obtained to support the opinion that a greater number of parents prefer male children than female children. Little evidence, however, was found to support the assumption that children perceive parents as preferring male children.

The Effect of Over-Training and Method of Stimulus Presentation on Reversal Shifts. Janet Julia Fritz. Master's. New York State College of Home Economics, September 1966. Interlibrary loan.

The Effect of Screening the Visual Cues in the Classic Conservation of Liquid Quantity Experiment. Silvia Edelstein Gilmore. Master's. New York State College of Home Economics, June 1966. Interlibrary loan.

A Comparative Study of the Adjustment to Public School of Children with Hearing Impairments and Children with Normal Hearing. Sandra M. Haney. Master's. University of Rhode Island. Interlibrary loan.

The purpose of the study was to compare hearing-impaired children to

children with normal hearing in a public school setting. It was hypothesized that children with varying degrees of hearing impairment will not differ significantly from normal children on a test of anxiety, do not rank lower in school achievement, and do not have a greater frequency of adjustment or learning problems.

The sample consisted of third- and fifth-grade children selected as representative of public elementary school children. Children with hearing impairments listed on health records were retested with an audiometer. A teacher's rating scale designed by Langdon and Stout indicated which children were considered to have adjustment and learning difficulties. Level of anxiety difference between the hearing-impaired group and the normal group was obtained by administration of the General Anxiety Scale for Children.

Statistically significant differences between hearing-impaired and normal hearing children in grade three were found. Impaired children were older, did less well in achievement tests and in school work, had a higher percentage of adjustment and learning problems, had a higher degree of anxiety, and did less well than the average normal hearing peer on a test of intelligence. There were no significant differences for these two groups in grade five.

Effects of Modality of Presentation and Age on Rhythmic Judgments of Children. Marcia Kay Harmon. Master's. Iowa State University, 1966. Interlibrary loan.

The purpose of this study was to determine the effects of modality of presentation and age on the rhythmic judgments of children. The effects of a particular rhythmic pattern, and the effects of the components of the rhythmic patterns on the accuracy of these judgments were also investigated.

Subjects were 80 children, ages 5/0 to 12/11 years, randomly assigned to two experimental groups, auditory and visual. The stimuli for each subject consisted of four standard rhythm patterns which were presented in a fixed order. Each rhythm pattern was made up of three components, an "on" stimulus, light or sound, an "off" stimulus, or break, and an "on" stimulus, light or sound. The durations of the stimuli were controlled by electronic interval timers. Responses were made by pressing a telegraph key, in order to reproduce the rhythm patterns.

Statistical procedures included an analysis of variance for modality, age, and the interaction of age with modality; an analysis of variance for rhythm patterns, and an analysis of variance for components.

Results indicated that the performance of the auditory subjects was significantly better at each age level; age effects are essentially the same for both modalities, although auditory judgments are always more accurate; subjects did not judge any of the four rhythm patterns more accurately than

others; and the second component of the stimuli, the break, was judged significantly more accurately than the first or third components.

Responses of Culturally Deprived Children to Piano Lessons. Beverly Forman King. Master's. Texas Woman's University, Denton, Texas, August 1966. Interlibrary loan.

The specific purposes of this study were to evaluate the effectiveness of piano lessons presented to a culturally deprived group and to investigate the extent of cooperation and encouragement in homes of culturally deprived children in regard to piano lessons. Twelve girls ranging in ages from 10 to 14 years who attended the Goodwill Center located in Fort Worth, Texas, comprised the sample. Weekly piano lessons were provided without charge January through June 1966.

Data were collected by means of the California Test of Personality, Form AA; the Seashore Measures of Musical Talents, Form A; home visits; attendance and practice records; a music theory test; and a recital. Case studies were developed for each participant. All students ranked below the 50 percentile in one or more areas of social and personal adjustment, indicating problems in personal, family, and community adjustments.

Summary findings: individual scores on the Seashore Measures of Musical Talents revealed that musical pitch and rhythm improved with the study of piano; statistical analysis showed the overall improvement was non-significant. The participants were faithful in attendance during the entire period in which the music lessons were given.

Conclusions were that culturally deprived children accept with interest opportunities for experiences in music. Musical experiences should be included in the programs of community centers. Programs should be developed including music for culturally disadvantaged groups. Further research with larger groups needs to be undertaken.

Child-Rearing Practices and Cultural Issues in Japanese Personality Development. Hisako Kokubu. Master's. Michigan State University, Home Economics, Spring 1966. Interlibrary loan.

Since the end of World War II, the American way of life has been introduced into Japanese culture. This includes American child-rearing practices and education. However, the basic cultural pattern still appears to remain. Japan has been successful in grasping the Western technology, but should be aware of cultural issues so that cultural diffusion may proceed in such a way as to promote self-realization.

In this project the focus is placed on the Japanese way of child-rearing and its influence upon the personality by examining goals identified in nursery school education and in child-rearing in Japan. The general goal

of child-rearing is socialization. But different societies define socialization in different ways. If the process of American socialization is different from that of the Japanese, an application of American ways of child-rearing into Japanese society may cause some confusion since the goals are not always compatible.

Secondly, this problem is socially meaningful, because by making clear the central issues in Japanese child-rearing and personality, we can reduce the confusion which the Japanese might experience when facing various aspects of the Western way of life.

Thirdly, this problem may satisfy our anthropological curiosity. The contrast of Japanese child-rearing and personality types with American child-rearing and personality types is a topic which is often discussed among American returnees from Japan and Japanese returnees from the United States.

The Development of Selected Aspects of the Self-Concept in Children, From the Third Grade Through High School. Darryl E. Matter.
Master's. Kansas State University, 1966. Interlibrary loan.

The major objective of this study was to obtain a description of how children's self-concept and their perception of themselves in relation to others change between the third and twelfth grade. A secondary objective was to develop more effective ways of presenting data on the process of self-concept development.

The research was primarily descriptive in nature. The 76 subjects ranged from third grade through senior high school in a small midwestern community. The Semantic Differential (SD), the Self Father Rating Scale (SFRS), and a short questionnaire were administered. White's variation of Mann-Whitney was used for comparing the data between age groups.

SD results suggested that the respondents did not tend to differentiate between their mothers and their families, while perceiving their fathers quite differently. Parents were seen as much better, stronger, and more active than other adults, especially by the older respondents.

The analysis by grade showed different concepts of self, peers, and parents. Third grade students viewed themselves, and all others quite highly on the SD. On the SFRS they saw themselves as equal to, or better than, their fathers on many items. During pre-adolescence and early adolescence, self-concept was quite low; peers and fathers were important models. At the 11th grade the self-concept seemed to slump even lower and youth felt overwhelmed by the power viewed in others. SFRS data suggested that sophomores see themselves as more inferior to their fathers than did freshmen. Twelfth-grade student's self-concepts were stronger than during other grades. Seniors compared themselves more favorably with their fathers than did students in the other grades.

The Participation of Mexican-American Girls in Voluntary Organizations.
Wanda Jeanne McMaster. Master's. University of California, Davis,
September 1966. Interlibrary loan.

The purpose of this study was to identify factors differentiating Mexican-American girls who were Girl Scouts from those who were not. Factors tested: adequacy of communication with Girl Scouts; the girl's and her family's concept of feminine role; degree of acculturation; socioeconomic status; and girl's school achievement.

Mexican-American girls in grades three through six were studied. Twenty-one non-joiners randomly drawn from the same neighborhood, school, grade, and classroom as the 25 joiners, and 21 joiner and 20 non-joiner mothers were included.

Hypotheses were measured by interviewing girls, mothers, and teachers. Criteria used in constructing interview forms were: a balanced number of questions measuring each hypothesis; language understandable by subjects; forms easily administered and scored. Questions were based on literature reviewed. The format and some questions were developed from the Johnson and Palomares questionnaire used in Coachella Valley Operation Head Start: Special Community Evaluation Survey, (U.C., Riverside, 1965). Interview forms and methods of contacting people were tested in a pilot study.

A marked difference in responses was defined as a 15% difference between responses of the two groups. Because of small numbers included and the exploratory nature of the research, tests of significance were not considered appropriate.

Most striking differences occurred in two areas--Communication and Feminine Role. Girl Scout families have both more accurate information about the organization received from personal contacts and a more modern, flexible view of the feminine role. Girl Scout families were slightly higher in socioeconomic status, but there were few differences in acculturation and school achievement.

Conclusion: personal contact is most effective in getting people from disadvantaged and/or different ethnic groups interested in joining organizations.

Self-Concepts of Fourth Grade Children in the Middle and Lower Social Class. Norma J. Meyerholz. Master's. San Jose State College, July 1966. Interlibrary loan.

The purpose of this study was (1) to ascertain the differences, if any, of self-concepts of fourth-grade children in the middle and lower social class; (2) to determine whether the self-concepts of girls and boys differed within each social class; and (3) to compare the self-concepts of children from the Nordic and Mexican races.

The 72 subjects were obtained from 15 fourth-grade classes in five elementary schools. This sample included 12 children from each of the following groups: lower-class Nordic boys, lower-class Nordic girls, middle-class Nordic boys, middle-class Nordic girls, lower-class Mexican boys and lower-class Mexican girls. Their ages ranged from 9 to 10½ years. All subjects were from two-parent homes.

The Hollingshead Occupational Scale was used to determine the social stratification. The Self-Concept Scale as developed by Lipsitt was administered in the classroom setting. Differences in self-concept scores between the social classes, sexes, and races were computed utilizing the t-test.

Girls from the Nordic middle class had significantly higher self-concept scores than the lower-class Nordic girls; however, there was no significant difference between the self-concept scores of Nordic middle-class boys and the Nordic lower-class boys. The combined self-concept scores of the two sexes did not result in a significant difference between the two classes. Middle-class Nordic girls had significantly higher mean self-concept scores than middle-class Nordic boys. No significant differences were found between the self-concept scores of the sexes in the lower-class Nordic subjects and the lower-class Mexican subjects. Perhaps parents from the middle-class set similar high goals for both sexes. The boys, who are less developmentally mature at this age than similarly aged girls might reflect the failure at meeting these goals in lower self-concepts. The results of this study also indicated that there were no significant differences between the Mexican and Nordic groups with regard to self-concept.

The Role of Sensory Modality Preference in Learning Efficiency. Ann Elizabeth Miskella. Master's. Iowa State University, November 1966. Interlibrary loan.

The purpose of this study was to investigate whether the preferred input modality (visual or auditory) of a subject would also be the modality which yields the higher learning rate for that subject.

Sixty-four fourth- and fifth-grade students were pretested for modality preference. They were grouped into blocks of four on this basis and then randomly assigned to visual or auditory treatment groups.

The visual treatment consisted of the presentation of three passages of reading material projected onto a screen before the subject. The auditory treatment consisted of the presentation of this same material by tape recording. After each passage four comprehension questions were asked of each subject. The score on the comprehension test was used as the measure of learning.

The data were analyzed by an analysis of covariance test. The comprehension scores were used as a variate with IQ scores used as the co-variate. The null hypothesis was the following: the preference of a subject for one input modality (visual or auditory) does not determine the modality which provides

the higher learning rate for that subject. On the basis of the results from the covariance analysis, the null hypothesis was not rejected.

This study was concerned with modality efficiency for a particular type of learning material and for subjects of a particular age group. Further research is needed to determine whether the results would be similar for other kinds of material and for children of different ages.

Mother-Child Agreement on Disciplinary Situations and Methods.
Priscilla Jeanne Murray. Master's. Iowa State University,
August 1966. Interlibrary loan.

This study was designed to investigate the agreement and extent of agreement between mother and child regarding disciplinary situations and methods. Subjects used were American-born Caucasian children randomly selected by age and sex criteria from the Iowa State University Laboratory Schools, and their mothers. The children were four, five, and six years of age. Twenty children, 10 boys and 10 girls, were tested for each of the three age levels. Thus, 60 child subjects and 60 mother subjects were tested (120 subjects). The testing instrument consisted of the development of 15 drawings representing selected child behavior situations. Validity was determined by a panel of judges who examined the instrument. The drawings (instrument) were presented to child subjects and were assembled into a questionnaire booklet for testing of mother subjects. Responses of mother and child subjects were correlated according to eight conditions. T-tests were computed on the difference a child perceives in the disciplinary treatment of same sex and opposite sex by mother and father. T-tests were also computed on the scores indicating the difference the mother of a girl perceives between disciplines she should administer to a boy and a girl.

The analysis revealed that the most agreement existed between mother and child of same sex when asked what the mother should do. The least agreement was between mother and child of the sex opposite to that shown in the condition when asked what the father should do. Male child subjects perceived themselves to be significantly more severely disciplined than female children.

Assessing Creativity of a Group of Kindergarten Children: Some Criteria.
Myrtis Chandler Orr. Master's. Louisiana Polytechnic Institute,
July 19, 1966. Interlibrary loan.

The purpose of this study was to review the research that has been done on assessing creativity in young children and to develop tasks in the form of a creativity test to assess the creativity of a selected group of kindergarten children. An attempt was made to set up some criteria for evaluating the test.

The subjects tested for this study were 20 kindergarten children from five years, three months to six years, three months. The second testing was done when they had completed the first grade.

The complete research instrument consisted of four parts: the creativity test in four parts, a questionnaire filled out by the child's parents, observations by the child's teacher, and scores from Gates Reading Readiness tests and the Stanford-Binet Intelligence test. The tabulation of data included raw scores made by the children tested on the first and second creativity test and the Pearsonian Coefficients of Correlation between the various tasks in each part of the test.

Devising this creativity test, administering it to a group of children, and scoring the results has pointed up the fact that no single test can tap all of the creativity resources of an individual. The test as a whole seemed to measure adequately what it was designed to measure. A follow-up test or some study of an individual's creativity would be advisable every three years so that full understanding and use could be made of his creative ability.

The Effectiveness of Teaching Selected Number Concepts to Kindergarten Children. Florence Carolyn Poindexter. Master's. University of North Carolina, Greensboro, 1966. Interlibrary loan.

The objective in this study was to determine the effectiveness of purposive teaching of selected number concepts to kindergarten children. The subjects were the 19 children enrolled in the Curry School Kindergarten of the University of North Carolina at Greensboro for the spring semester, 1966. The number concepts which were used for the six experiments were (1) Comparison of Sets, (2) Rational Counting, (3) Cardinal Property, (4) Place Value, (5) Ordinal Property, and (6) Conservation of Number.

Tests and lesson plans were devised, pretested, and revised. Prior to the beginning of the study, normal randomization procedures were used to assign the children to experimental groups, to receive teaching and testing, and to control groups, to receive testing only. Testing materials were in all instances parallel, differing only in manipulative media. The purposive teaching period was 35 minutes in length and individual testing periods required five minutes per child.

The analysis of covariance was used for interpretation of the data. The analysis revealed that the difference between adjusted means was not significant for the first five experiments. Experiment VI, Conservation of Number, was significant. However, four of the tests which were not significant did show a small difference in favor of the experimental group. Test III, Cardinal Property of Number, showed a small difference in favor of the control group.

Evaluating Two Teaching Procedures for Third Graders in a Church Sunday School. Marion Wieckert Pratt. Master's. Texas Woman's University, Denton, Texas, May 1966. Interlibrary loan.

The specific purpose of the study was to evaluate the organizational

structure of a Sunday-school teaching program at the third-grade level. The sample for the study was 24 eight- and nine-year-old boys and girls enrolled in the First Methodist Church, Fort Worth, Texas. The subjects of the study were divided into control and experimental groups for the class session concurrent with the worship session. The control group was taught by the previous method of using various teachers; the experimental group utilized the same teacher for a three-month period.

Instruments used to secure data for the study were California Test of Personality, Primary; author-developed tests of Knowledge, Maturity and Attitudes; and attendance records. Data analysis indicated that the scores of the experimental group increased significantly between the pretest and retest, while changes in scores for the control group were non-significant.

Findings revealed that the children taught by the same teacher over a three-month period of time learned significantly more about using study resources than did children taught by various teachers. This could be attributed to the increased opportunities to learn through identification and imitation afforded by the revised teaching procedure. Study findings and conclusions suggested: (1) that additional studies be conducted in a variety of settings to provide a basis for revision and evaluation of church teaching programs; and (2) that regular church school attendance is of primary importance if the teaching-learning process is to be facilitated through identification and imitation.

Child-Rearing Practices Among Selected Culturally-Deprived Minorities.
Bessie Jean Ruley. Doctoral. Florida State University, April 1966.
Interlibrary loan. Microfilm.

This study of lower-class Papago, Mexican, and Anglo child-rearing practices was undertaken to add to present knowledge concerning these three populations, and to compare these patterns of child-rearing as a basis for further research in the area.

A modified form of the interview schedule as developed by Sears, Maccoby, and Levin (1957) was used. The subjects were selected by means of random sampling from the list of first-grade parents from the Tucson-Nogales areas of Arizona. Families were selected who were of the lower socioeconomic class. Three women interviewers interviewed subjects who were members of her own ethnic group. Chi-square was used for the analyses of the data.

There were significant differences in the patterns of child-rearing among lower-class Papago Indian mothers, lower-class Mexican-American mothers, and lower-class Anglo mothers with respect to: (a) permissiveness for aggression toward parents; (b) permissiveness for aggression toward other children; (c) permissiveness for aggression among siblings; (d) mother's restrictions on child's physical mobility; (e) restrictions on the care of house and furnishings; (f) restrictions on child's television viewing; (g) strictness regarding child's bedtime; (h) strictness regarding noise; (i) warmth of mother-child

relationship; (j) level of parents' demands for aggression toward other children in appropriate situations; (k) amount of aggression exhibited by child in the home, excluding that toward siblings; (l) mother's attitude toward pregnancy; (m) feeding problems; (n) duration of weaning.

On the basis of the results of the investigation, it was concluded that, on the whole, significant differences do exist among the child-rearing practices of these three groups. The Papagos, in general, being the most permissive, the Anglos being the harshest, and the Mexicans somewhat in between the other two groups.

Maternal Aggression as Perceived by Young Children. Robert F. Schuckert. Doctoral. Florida State University, August 1966. Interlibrary loan. Microfilm.

The purpose of this study was to examine the relationship between the observed aggressiveness of kindergarten children during nondirected play activity and their perceptions of the aggressiveness of their mother. Three hypotheses were tested: (a) observed aggression scores will reveal significant sex differences, with boys scoring higher than girls; (b) perceived maternal aggression scores will reveal significant sex differences, with boys scoring higher than girls; and (c) scores of observed aggression and scores of perceived maternal aggression will indicate a significant positive relationship.

The sample included 89 children enrolled in Florida State University kindergarten schools. Time-sampling techniques were used in observing the aggressive behavior of the kindergarten subjects. An intra-observer reliability in excess of 95% was obtained. The mothers were interviewed and asked to respond to four variations of a frustrating mother-child problem. The four situations were ranked by judges in terms of increasing frustration. Intra-judge reliability was in excess of 95%. The analyses of the data included the use of the chi-square test, the Mann-Whitney U test, and the Spearman rank correlation coefficient.

The hypothesis that boys are significantly higher in observed aggression than girls was supported. The hypothesis that males will score higher than females in perceived maternal aggression was rejected. The hypothesis that scores of observed aggression and scores of perceived maternal aggression are positively related was rejected. The data suggest that further research effort may be profitably directed toward examining the significance of an apparent relationship between observed aggression scores, and the reliability of scores of perceived maternal aggression.

Some Social-Psychological Correlates of Ordinal Position Among Sixth Grade Children. Gary Bernard Shaw. Master's. New York State College of Home Economics, September 1966. Interlibrary loan.

Causes of Conflict in Families When There Are Biological and Adopted Children. Ruth Herron Shultz. Master's. West Virginia University, 1966. Interlibrary loan.

The hypothesis of this study was that there would be more conflict within families composed of both biological and adopted children, and that the causes of conflict would be different than in families having only biological children.

Sixty-one families, within a 25-mile radius of Fairmont, West Virginia, were interviewed with a structured interview schedule. The experimental group had both biological and adopted children. The control group was matched to the experimental group as to age of children, sex of children, number of children, religion of parents, and occupation of father.

The results showed: (1) the control group was much more severe in discipline and expected more from the child; (2) the experimental group gave their children a deeper sense of security; (3) both groups felt that it was important to keep lines of communication open; (4) both groups felt that as the child developed, methods of enforcing discipline had to change to remain effective.

The hypothesis that there would be more conflict when the family was composed of both biological and adopted children was not supported. Possible reasons were more advanced education and careful planning.

The hypothesis that causes of conflict would be different was supported. Families seem to have a different set of values when the family unit is composed of both biological and adopted children. This may be because biological families are often unplanned and the children are not always welcome additions, while in every case, the adopted child was a wanted child.

A Developmental Study of the Concepts of Fairness, Generosity and Selfishness. Myrna Beth Shure. Doctoral. New York State College of Home Economics, June 1966. Interlibrary loan. Microfilm.

Competition for Self vs. Competition for a Group in a Task of Perceptual Judgment. Faye Brown Steuer. Master's. New York State College of Home Economics, September 1966. Interlibrary loan.

Influences on Children's Rule Enforcing. Carol Nagy Theodore. Master's. New York State College of Home Economics, June 1966. Interlibrary loan.

Consistency in Color Preferences of Kindergarten Children. Barbara Tramp. Master's. Iowa State University, August 1966. Interlibrary loan.

An investigation was performed to note the color preferences of young children and to identify factors which may influence these color choices. The null hypotheses were stated as follows:

1. There will be no observable difference in the consistency of color preferences of kindergarten children.
2. There will be no observable difference in color preferences of kindergarten children due to the sex of the child.

The 25 subjects for the study, 14 girls and 11 boys were drawn as one kindergarten class from among the 627 pupils enrolled in the 20 kindergarten classes of the Ames Public School System. The designated class was randomly divided into an experimental and a control section.

A natural pine board with six holes drilled into the top surface was used for testing. A natural pine box contained six colored corks until the children began the test. Each cork, cylindrical in shape was painted with Prang Tempera paint and carefully matched to the Prang Tempera color wheel. After determining the reliability of the instruments in the pilot study they were applied to the investigation.

Following the pre-test the experimental group was exposed to several learning experiences involving color. The Mann-Whitney U test and the Spearman rank correlation coefficient were used to determine the effect of the intervening experiences upon the children in the experimental group. The results of this study seem to indicate that kindergarten children are inconsistent in their color preferences and that these color choices are subject to change. In addition, it appears that color preferences are not affected by sex.

Reading Practices of a Selected Group of Families of Preschool and Primary Grade Children, Clarksburg, West Virginia. Josephine Coffindaffer Tricot. Master's. West Virginia University, 1966. Interlibrary loan.

The purpose of this study was to determine the reading habits of a selected group of preschool children and primary grade children in Clarksburg, West Virginia. Sixty-four families furnished data for the questionnaire. Children attending the local nursery schools and kindergartens (privately operated) and primary grade children who visit the city library were used as the sample.

The questionnaire was composed of three parts:

1. reading habits of the adult members of the families;
2. child-parent relationship--how often parents read to their children, and how the reading materials were obtained; and
3. types of books read by the children, who made the selection; and how much television viewing was done. A total of 172 children were used in the study.

The major findings showed that 67% of the parents felt reading to be a rewarding experience because of the close relationship it provided between parent and child. Most parents read approximately one hour daily to their preschoolers. The favorite type of stories preferred by preschoolers were fairy tales and Bible stories. The magazines most preferred were Jack and Jill, Humpty Dumpty, and Boy's Life. Primary-grade children preferred animal stories, factual stories, and fairy stories. The primary-grade pupils were allowed to select their own books in a majority of the families.

Television was viewed by all but 6% of the primary grade children, with 73% watching television from two to three hours daily, and 67% being restricted by parents. "The Munsters," "Addams Family," and "Walt Disney" were the favorite programs.

Developmental Studies of Sentence Voice and Reversibility. Elizabeth Ann Turner. Doctoral. New York State College of Home Economics, June 1966. Interlibrary loan. Microfilm.

Nonverbal Communicative Skills Used with Peers by Deaf and Hearing Five-Year-Old Children. Dorothy Lassiter Wyman. Master's. The University of North Carolina at Greensboro, May 1966.

This study was planned as a means of gaining an increased understanding of the nonverbal communicative skills used by preschool children. The purpose of the study was to determine similarities and differences between deaf and hearing five-year-old children during their inside and outside free play.

Included in the study were two groups of five children each. The groups were matched according to age and sex. Eight 15-minute observations were made on each child. The nonverbal communicative skills were classified either as body, facial, feet, hand, head, or shoulder expressions. Each expression was interpreted either as a response or as initiating a response.

At the conclusion of the 80 observation periods, frequency of occurrence totals were determined for each child and for each group. These totals, presented in tabular form, were inside-response, inside-initiate a response, outside-response, outside-initiate a response for each of the six types of nonverbal communicative skills. The relationships between the frequencies for each of the two groups of children were presented and discussed.

When applied to the two groups observed, the present study offers support for the following statements: both groups used the same types of nonverbal communicative skills; they used the nonverbal skills to respond more frequently than to initiate a response; they used hand expressions more frequently than any other type of nonverbal skill; they used body and head expressions more frequently during outside free play than during inside free play. The deaf children used nonverbal communicative skills more frequently than did the hearing children. The deaf children used hand expressions more frequently during inside free play than during outside free play; the reverse was true for the hearing group.

Perceived Parental Evaluations and the Child's Self-Concept. Darnell Zollinger. Master's. Family Living, Brigham Young University, 1965. Interlibrary loan.

The purpose of this study was to test the hypothesis that there is a positive, significant correlation between children's self-concept and their perception of parental evaluations. The sample consisted of 51 fourth-grade students; 25 girls and 26 boys. The sample included only those living in the usual family setting having both parents.

The measurement instrument used for this study was an adaption of the Davidson and Lang's Trait Name Checklist. The child was asked to respond twice to a single trait, the first time in terms of "I think I am" and the second time in terms of "my parents think I am." The students were told their names would not be used and they should feel free to express how they really felt to control the validity of the instrument.

The Pearson correlation coefficient was used to analyze the relationship between the child's self-concept and the perceived parental evaluations.

The finding of this study indicates that there is a positive correlation at the 1% level of significance between the self-concepts and perceived parental evaluations for girls. The correlation was not statistically significant for the boys. The author suggests that this difference may be explainable by the "identification theory."

Adolescents

A Comparison of Dreams of Schizophrenic and Normal Adolescents: An Exploratory Study. Margaret S. Benson. Master's. New York State College of Home Economics, September 1966. Interlibrary loan.

Some Problems of a Group of Ninth Grade Male Adolescents as Identified by the Adolescents Themselves. Martha McEwen Bynum. Master's. University of Alabama, August 1966. Interlibrary loan.

The purpose of this study was to determine some of the problems of some ninth grade male adolescents as identified by the adolescents themselves. Subjects were 181 boys, age 14 through 17, enrolled in a junior high school in Florida. The instrument used was a questionnaire devised by the investigator consisting of a checklist divided into nine problem areas with an open-end question at the conclusion of each section. The questionnaire was administered to the group as a whole at their school. The responses were classified in each section in rank order so that comparisons could be made. Findings and conclusions were:

1. Most adolescents were concerned with their personal appearance.
2. Problems related to the home most frequently checked concerned siblings with 89 out of 181 subjects indicating a problem here.
3. 36% of the boys indicated that "how to study" was a problem, 30% checked "failing", and 30% checked "tests" as being a problem.
4. More boys expressed concern in the area of religion than any other area. Some included "do not read my Bible regularly" and "do not attend services regularly."
5. In the area of community services, the chief concern was wanting the community to supply additional recreation facilities.
6. Little concern was expressed in the area of boy-girl relationships.
7. The area titled "about myself" indicated 34% with problems of nail-biting, 32% with worry, and 28% with fear of making mistakes. It would appear on the basis of this investigation that adolescents were able to identify and express their problems.

Family, Personal, and Academic Factors Related to Resident High School Dropouts in Wasatch School District During 1955-65, and Their Interests in Further Education. Jennie Broadbent Carlile. Master's. Brigham Young University, 1966. Interlibrary loan.

The purpose of this study was to investigate factors related to Wasatch High School dropouts from 1955 to 1965. The sample included 53 female and 25 male dropouts. They represented the total available dropouts residing in Wasatch County who had discontinued school in the past 10 years (1955-1965). Data collected by means of permanent school records and a questionnaire

developed by the investigator were used to gather information about age, grades, age at dropping out, and interest in further education, etc. The questionnaire was designed primarily for an oral interview and was pretested on 11 dropouts in another school district before the final testing by the investigator. Analysis was by means of comparing the dropout's education, income, occupation, etc., with that of their parents. This involved comparing the percentages between groups for both males and females. The findings indicate that:

1. The parents of dropouts were classified as unskilled labor.
2. The families had frequent job changes and low incomes.
3. Dropouts were following the same parental pattern.
4. The assumption that dropouts come from broken homes did not hold true for this sample.
5. The parents of dropouts were dropouts themselves.
6. The majority of dropouts came from families with less than four children.
7. Dropouts felt the educational system had not been interested in helping them at the time.

A Study of Moral Development in Mormon Culture. Steve Foster Gilliland. Master's. Brigham Young University, 1966. Inter-library loan.

The purpose of this study was to determine whether Kolberg's six stages of moral development could be differentiated in a Mormon culture that strongly emphasizes moral behavior. The sample consisted of 142 students from L.D.S. Seminary classes in the 9th, 10th, 11th, and 12th grades. There were 74 males and 68 females in the sample with ages ranging from 14 years to 19 years.

The measuring instrument developed by Kolberg was used. It was pre-tested to determine procedures and time necessary to complete the test. The stories created a conflict between legal-social rules and the welfare of others. Previous research with this instrument seems to support its reliability and validity.

Responses were rated by four judges with a Master of Social Work degree who were familiar with the Kolberg hypothesis. Analysis of the data was by analysis of variance of the means. The difference between classes by mean scores was taken as an indication of moral maturity differences. The results indicate that:

1. Moral development in Mormon culture does not follow the development sequence indicated by Kolberg. (The age differentiation was in the direction expected but was not statistically significant.)
2. Girls develop moral maturity faster than boys.
3. Moral development of teenagers in a Mormon culture is characterized by conformity to expected behavior, respect for authority images, and strict obedience to rules.

The Evaluation of Behavioral Qualities of Work Supervisors by Delinquent and Nondelinquent Adolescent Boys. John Joseph Hannifan. Master's. New York State College of Home Economics, September 1966. Interlibrary loan.

Parental Perception of Selected Areas of Interest of Rural Tennessee Youth. Maxine Ann Lofink. Master's. University of Tennessee, August 1966. Interlibrary loan.

The purpose of the study was to determine whether differences existed in the selected areas of interest for rural Tennessee boys and girls. Parental perception of the interests of their children was studied in relationship to certain variables: sex; membership or nonmembership in FFA, FHA, or 4-H; level of living; farm or nonfarm residence; family size; and area of state. The subjects were 144 boys and 144 girls in the ninth and tenth grades in rural Tennessee and their parents. The Kuder Preference Record-Vocational Form-C was given to the students and to their parents. The parents were instructed to answer the questions as they hoped their child had answered the same questions. The interests of rural boys and girls in Tennessee were markedly different in all areas except persuasion, where similar interest was recorded. The boys expressed greater interest in the outdoor, mechanical, computational, and scientific interest areas, while the girls expressed greater interest in the artistic, literary, musical, social service, and clerical areas. In general, fathers estimated sons' interests more accurately than did mothers. Both fathers and mothers expected more interest in the computational area than sons actually recorded. Mothers also expected sons to have more interest in clerical activities and less interest in outdoor, mechanical, and social service areas. Mothers estimated interests of daughters more accurately than did fathers. Mothers expected greater interest in the computational and clerical areas than the daughters actually recorded. Fathers expected daughters to have greater interest in the outdoor, mechanical, computational, and scientific areas, while expecting less interest in the artistic, musical, and social service areas.

The main findings of the study indicated that boys and girls differed in the interest expressed for the ten Kuder areas; and that parents differed in their ability to perceive the interests of their children.

Content Analysis of Verbal Productions of College Women. Sister Mechtilde McPhee. Master's. Iowa State University, 1966. Interlibrary loan.

The aim of this study was to make a preliminary investigation of the content of spontaneous verbal productions of college women. A secondary aspect of the problem was to determine whether the presence of a mirror in the room would have any effect on the form or content of the verbalization.

Thirty college women volunteered to participate. The subject, alone in the room and without any prior knowledge of the procedure, was asked to engage in spontaneous verbalization. She was instructed to talk about anything that entered her mind; she could talk as long as she wanted to up to two hours. The entire verbal production was recorded on tape and later transcribed verbatim. Half of the subjects participated in front of a large mirror.

No a priori system of analysis was established other than a general plan for making word counts, sorting out dominant themes, and categorizing as to self-reference, reference to others, and reference to objective content. The transcribed records served as the basis for the analytical procedure and as a source of the data as well.

Results indicated that the students found it relatively easy to continue talking for a long period of time. Thematic analysis revealed that of the 36 themes expressed by the subjects, family, education, friends and interpersonal relationships received the greatest volume of verbal output, although some other themes appeared with equal or greater frequency of occurrence. By far the greatest percentage of verbal output had reference to other persons with only a very small percentage of reference to material of an objective or impersonal nature. Exposure to the mirror did not have any significant bearing on the language behavior measured in this study.

Spending and Saving Patterns of Adolescent Siblings. Gladys K. Phelan. Master's. Florida State University, August 1966.
Interlibrary loan.

This study of the spending and saving patterns of adolescent siblings was undertaken to obtain information regarding use of money.

Fifty pairs of adolescent siblings were selected. There was no more than two years age difference in each pair.

Questionnaires were devised to obtain information about the adolescents' spending and saving patterns. One instrument was used for the mothers and one for the adolescents. Questions were concerned with sources of spending money, amounts of spending money, and other variables which might have influenced the spending and saving patterns. Spearman rank correlation coefficients and chi-square were utilized in the analysis of the data.

Variables found to be significantly related to the adolescents' spending and saving patterns as reported by both the adolescents and their mothers were: social class, age by older-younger ranks within pairs of siblings, educational attainment of the mother, and the amount of supervision received.

Attitude Changes in Girls Taking a Class in Child Care. Patricia Katherine Reitter. Master's. Sacramento State College, 1966. Interlibrary loan.

The purpose of this investigation was to find whether attitudes toward children of selected high school girls change after taking a class in child growth and development. Thirty-five senior and junior girls in high school taking a class in child care took E. J. Shoben's "University of Southern California Parent Attitude Survey" as a pretest and post-test. The test was given at the same times to a control group of girls who were matched according to year in school and stanine ratings. The scores of both groups were compared in various ways using a "t" score. There were no significant changes found when comparing the scores either before or after taking the class or between the class and the control group. However, all scores fell within an acceptable range as established by Shoben. Perhaps more positive changes might have been noted had there been more opportunity to work with children in a nursery school situation.

Geographical Mobility and Academic Achievement of a Group of Ninth Grade Junior High School Students. Mary Livingston Stegall. Master's. University of North Carolina, 1966. Interlibrary loan.

The purpose of this study was to compare the academic achievement of geographically mobile and non-mobile ninth grade students with mean IQ and to determine whether socioeconomic status is an altering factor in the academic achievement of geographically mobile and non-mobile ninth grade students with mean IQ. The hypothesis tested by the study was that there is no significant difference in the academic achievement of geographically mobile and non-mobile ninth grade students with mean IQ, independent of socioeconomic status.

A questionnaire, constructed to obtain socioeconomic data and geographical mobility data, was administered to 321 ninth grade students in Fort Walton Beach, Florida. The final group was comprised of 188 students, as only those students who had scores on the California Achievement Tests and were in the mean IQ range (85-114) were included in the study. The students were classified into non-mobile, mobile, and very mobile groups by the number of times they had changed schools. The McGuire-White Measurement of Social Status Index was used to determine the socioeconomic status of the students. The total reading scores from the California Achievement Tests were obtained from the school records, and correlated by the multiple correlation coefficient with the coded mobility status and socioeconomic status.

The findings were $R_{1.23} = .00012$, indicating that there was no predictable relationship between academic achievement, socioeconomic status, and geographical mobility.

A Theoretical Comparison of Unconscious, Unsymbolized Needs With Value-Oriented Self-Processes. Duane W. Stewart. Master's. Brigham Young University, 1965.

The purpose of this study was to evolve a psychological theory of behavior, and attempt to acquire affirmative evidence to support this theory. The subjects consisted of 595 students, 210 males and 385 females, enrolled in a class on basic concepts and practices in teaching taken at Brigham Young University during the fall semester, 1962. As part of their teacher education training they were required to take the following tests: M.M.P.I., E.P.P.S., Cornell Index, and the Strong Vocational Interest Inventory.

The instruments chosen for the research were the M.M.P.I. and the E.P.P.S. Both tests have standardized scoring procedures as well as sub-scores for various areas of the personality. Analysis of the data was done by comparison of the means and standard deviations of the scores. Where correlations were needed, the Pearson product-moment correlation coefficient was used.

The results are limited to the sample since no attempt was made to obtain a random or stratified sample. The data support the idea that there is an integrate of the "self-as-object" and the "self-as-doer." This suggests the importance of the "self-as-process." The "self" is defined as a temporal Gestalt, the doer or interactionary process between past, present, or future.

Selected Background Characteristics of Rural Youth From Nonintact Families in Tennessee. Betty Newbill Threadgill. Master's. University of Tennessee, August 1966. Interlibrary loan.

The purpose of the study was to investigate the relationships of certain background characteristics of rural ninth and tenth grade boys and girls from nonintact families in Tennessee. The data were obtained from information sheets collected as part of a regional research project on educational and vocational goals of rural youth. The 268 boys and 285 girls who were ineligible to participate in the state project because they did not presently reside with both parents comprised the sample for the investigation. The relationships examined were as follows: (1) sex according to family size, membership-nonmembership, farm-nonfarm residence, and level of living; (2) level of living according to family size and membership-nonmembership status. The findings of the study revealed a significant relationship for membership status in rural youth organizations, with more girls than boys being members. Analysis by level of living indicated that more of these youth from nonintact families were classified in the low level of living group, and the large family category. The relationship between level of living and membership was significant for girls only. A significant relationship for boys was found between rural farm-nonfarm residence and membership-nonmembership status in rural youth organizations with more farm residents being members.

Self-Esteem, Perception of Parental Control and Hostility of Adolescents. Wilma F. Toews. Doctoral. Brigham Young University, 1966. Microfilm.

This study was designed to investigate the relationship between overt and fantasy hostility in adolescents and two basic dimensions of parent behavior, warmth, and control. Six hypotheses were tested concerning patterns of parental behavior and hostility.

The sample consisted of 162 tenth grade pupils, 70 boys and 92 girls, from sophomore English classes in one of the Salt Lake City High Schools during December, 1965. The majority were 15 years of age, lived at home with both parents, and were from middle class families.

The Tennessee Self-Concept Scale, Counseling Form, was used to measure the level of self esteem. The Family Relationships Questionnaire was used to derive a measure of perceived parental permissiveness or restrictiveness. The Overt Hostility Questionnaire was used to measure the evidence of overt hostility, while fantasy hostility was measured by the Incomplete Sentences Questionnaire.

All the questionnaires, except the Incomplete Sentences Questionnaires, had standardized methods of scoring the responses. The investigator was required to assign values for the Incomplete Sentences Questionnaire. Analysis of variance was used to test the hypotheses. Results indicate that:

1. There is a relationship between self esteem (assumed parental support) and overt hostility in girls but not boys. There was no relationship between self esteem and fantasy hostility.
2. There is no relationship between perceived parental control and overt hostility. However, for both sexes the more the child perceives his parents as being permissive the more he expresses fantasy hostility.
3. Combinations of levels of self esteem and perceived parental control are not associated with overt or fantasy hostility.

Differences Between Aspirations and Expectations of Adolescents. Paul Vicinanza. Master's. University of North Carolina at Greensboro, October 1965. Interlibrary loan.

A research of the literature revealed a paucity of research concerned with differences between aspirations and expectations. Hypotheses were developed which concerned how aspirations and expectations would vary by sex and grade of subjects, and the subjects' fathers' occupational classes. Other hypotheses were developed which concerned how discrepancy between aspirations and expectations would vary by sex and subjects' grade in school and subjects' fathers' occupational classes.

A group of 383 subjects from 8th, 10th, and 12th grades was selected from two Greensboro, North Carolina city schools. Each subject was asked

to fill in a questionnaire which was designed to assess his age, sex, father's occupation, and aspirations and expectations in four goal areas. The hypotheses were tested by use of arithmetic means and product moment correlation coefficients.

It was concluded that aspirations exceeded expectations and the amount that aspirations exceeded expectations was dependent upon class of subjects. It was also concluded that among 8th grade boys and girls and 10th grade girls the discrepancy between aspirations and expectations decreased as the subjects' fathers' occupational classes increased. Results further showed that among subjects whose fathers' occupations could be considered working or lower class discrepancy decreased as age increased. The reverse was true of subjects whose fathers' occupations could be considered middle class.

A Study of Differences in Self-Concept and School Achievement of Culturally Deprived and Middle-Class Adolescents. Barbara Polk Walton. Master's. Oklahoma State University, July 1966. Inter-library loan.

The purpose of this research was to determine the differences in school achievement and self-concept of culturally deprived and middle-class adolescents. Subjects were matched on age, race, sex, and verbal intelligence. The Peabody Vocabulary Test was used to determine verbal intelligence. Grade averages of the subjects for the semester prior to the research were used as a measure of school achievement, and the Tennessee Self-Concept Scale was used to measure self-concept. The subjects for the research were 48 high school students, ranging from 16 years and 3 months to 18 years and 4 months in age. Cultural deprivation was determined by membership in the Neighborhood Youth Corps; middle class was determined by father's occupation.

School achievement was significantly lower for the culturally deprived group than for the middle-class group. There was no difference between the two groups in overall level of self-esteem, nor in any of the sub-categories of the internal and external frames of reference for the self-concept. However, two differences were found in the conflict shown by the students as they indicated their self-concepts. The culturally deprived group over-affirmed the positive attributes of their self-concepts, whereas the middle-class group did not; and among the culturally deprived group, there was more confusion, contradiction, and general conflict in self-perception than in the middle-class group.

Miscellaneous

Educational Goals and Philosophy of Nursery School Education in India and the United States. Margaret Fernandes. Doctoral. Brigham Young University, 1966. Microfilm.

The general aim of this study was to compare Indian and U.S. nursery school programs relating to desired educational and personality goals and to use the results for suggesting guidelines for nursery school operation in India. The original sample of nursery schools included 38 in India and 54 in the U.S. Each was mailed a questionnaire. Twenty-five were returned from India and 20 were used for analysis. Forty were returned in the United States and 33 were used for analysis.

A questionnaire was used to gather information about the objectives and to determine goals of educators in Indian and U.S. schools to determine:

1. scope, size, and nature of existing programs,
2. general characteristics of the nursery school parents,
3. teacher expectations and what they felt parents expected from a nursery school experience,
4. similarities and differences of attitudes of educators to personality characteristics,
5. similarities and differences in form and practice of U.S. and Indian nursery schools.

Data were analyzed by means of chi-square analysis. Results indicate that in form and practice U.S. and Indian schools were similar. Indian educators emphasized efficiency more than a conservative or welfare orientation. Indian educators saw Indian parents as conservative as themselves while U.S. educators saw parents as more conservative. Indian educators emphasized the contrary goals of both vertical and horizontal social relationships simultaneously.

A Comparison of a Selected Group of L.D.S. Seminary Teachers in Relation to Nine Criteria for Measuring Religious Maturity. Gilbert Weaver Hull. Master's. Brigham Young University, 1965. Interlibrary loan.

This study was designed to follow up a study which developed nine criteria for measuring religious maturity. A scale based on the nine criteria was developed with the hope that it would detect differences in religious maturity. It was hypothesized that those teachers with a humanities and social science background would score higher on religious maturity than those from a science background. The sample consisted of 100 seminary teachers from four districts in Utah and Idaho who had completed a university degree, had taught less than 10 years, and were between the ages of 25 to 36 years.

The Religious Maturity Inventory was composed of scriptures drawn from the standard works of the L.D.S. Church. A panel of five judges passed on the relevance of the scriptures as they applied to the nine criteria. The final form consisted of 77 scriptures rated on a variable scale ranging from important to very detrimental. The hypothesis was tested by the use of analysis of variance. The Pearson R correlation was used to analyze correlations between the criteria and religious maturity.

There were no significant difference found in the tested groups in relation to the nine criteria. Two criteria, "autonomous" and "perpetually growing," were highly correlated. The data did not support the hypothesis.

Family Structure, Child Training, and Achievement Motivation:
The Chinese Case. Nancy Johnston Olsen. Master's. New York
State College of Home Economics, September 1966. Interlibrary
loan.

Report on Multi-Disciplinary Child Study Center in Operation.
Margaret B. Puckett. Master's. Texas Woman's University,
May 1966. Interlibrary loan.

This study was designed to provide an overview of the structure and functions of a multi-disciplinary child study center in operation. The specific purpose of the study established the values and feasibilities of cooperation among specialties from various fields, directly or indirectly, to child growth and development. Data were obtained through study observations and review of IBM cards of 250 cases gathered over a four-year period by the Fort Worth, Texas, Child Study Center during the period 1963 to 1965. Statistical information from the IBM cards was analyzed in reference to the characteristics of the children studied, diagnosis of the children's problems, and specialists' recommendations for guidance.

Summary findings revealed that developmental-learning problems were the most frequent causes of referral for both boys and girls, and for each income level except the lowest. The greatest number of children evaluated were in the 6 to 12 years of age range. Nearly twice as many boys as girls were studied. The highest number were in the 90 to 109 range of level of intelligence.

Findings warranted the following conclusions: that the child-study multi-disciplinary approach facilitates communication between the various schools of endeavor concerned with the different needs of the child; affords a means of accurately assembling and evaluating data derived from many methods of studying the child's problems; and, in cooperation with the child's parents, physician, and other interested individuals, offers a better basis for planning a program of guidance.

FAMILY RELATIONS

Adolescents

Religious Attitudes of Christian Undergraduate Women Students at the University of Alabama. Linda Royce Adelson. Master's. University of Alabama, May 1966. Interlibrary loan.

The purposes of this study were to reveal: (a) the attitudes of Christian women undergraduates toward God and religion, and (b) the notable similarities and differences in religious attitudes among freshman, sophomore, junior, and senior women. Subjects were 240 volunteers, age 18 through 21, residing on the campus at the University of Alabama. The instruments used were: (a) Religious Attitudes Inventory developed by William Crane which consisted of 107 questions on religion; and (b) Religious Attitudes Profile developed by Henry Coffey which consisted of six profile questions designed to help reveal attitudes in six major areas of religion. Data were categorized and coded by a computer at the Test Center.

Conclusions were:

1. A large majority of the total group believed that God is personal. There was little difference according to class rank.
2. Only one-fifth of the total group indicated a belief that God is active. Negative and undecided responses predominated. Senior women gave slightly more affirmative responses.
3. Only 8.75% of the participants believed that God can be influenced. Juniors and seniors showed more indecision, while the largest percentage of negative responses were from freshmen and sophomores.
4. 83 1/3% of the participants believed that God is friendly, with the freshmen and sophomores having slightly more affirmative responses.
5. As a whole, this group of Christian women did not believe religion required much of the individual in the way of knowing and believing certain things nor of being or doing good. They did, however, put strong emphasis upon the role of religion in permitting growth and change and slightly less emphasis on the requirement of faith as confidence or trust.

Married Home Economics Undergraduates: What Influences Completion of College Requirements. Grace Ann Potts Badgett. Master's. Texas Technological College, May, 1966. Interlibrary loan.

The purpose of this study was to discover the part that various personal and environmental factors play in married college women remaining in college through graduation. A questionnaire developed by the investigator was sent to the most recently married 100 home economics graduates from Texas Technological College (Group I) and the same number of married students who did

not graduate (Group II). The responses, arranged in ordinal scales, were processed by an IBM data processing computer to yield means, standard deviations, and correlation matrixes of forty-six variables. The two groups were equally capable of academic success in college, as measured by entrance examination scores. Yet Group I students achieved at a higher academic level than did Group II students as shown by grade-point averages. Therefore, non-intellectual variables must have significantly influenced the academic achievement of married women students. The higher the students' and their husbands' levels of education were at marriage, the greater the probability of eventual graduation from college. Personal intrinsic reasons for continuing college after marriage as compared to impersonal, extrinsic reasons led to a higher current level of education.

The students who graduated were more willing to obligate themselves to the future than were non-graduating students, in that they borrowed more money for family income. On the other hand, those students having longer periods of interruption during college work showed less tendency to graduate from college. Neither the number of children the women had during college, nor the educational or occupational levels of their husbands or parents, significantly influenced graduation from college.

Marriages in Southwest Kansas High Schools. Phyllis Mae Roderick Bailey. Master's. Oklahoma State University, July 1966. Inter-library loan.

Data collected were treated in percentages according to categories designated as "more liberal" and "less liberal." Findings were made with regard to: (1) distribution of married students, (2) policies of schools in each category that influenced married students, and (3) offerings in family life education in Southwest Kansas High Schools. Recommendations were made for encouraging married students to continue in school.

The schools of the sample in Southwest Kansas have a lower percentage of high school marriages as compared with earlier surveys of other areas. The highest percentages of marriages are of girls in grade 12. The drop-out rate of married students is much higher for girls than for boys. Although one-third more students are enrolled in schools with less liberal policies than schools with more liberal policies, there is slight evidence that married students or married drop-outs are influenced by school policies toward married students. There is a tendency for married students to continue their education in the smaller and larger schools which have more liberal policies than do the middle size schools. Very few husband and wife partners are enrolled in the schools of the sample. There is a tendency for a higher percentage of married girls to remain in school in the more liberal schools. The fact that the less liberal schools suspend the unmarried girl who becomes pregnant may have relation to the higher percentage of drop-outs among girls in the less liberal schools. Almost all the schools of the sample offer a course or unit of study in family life education. The highest percentage of enrollment for family life education occurs with twelfth grade girls in home economics classes. All of the courses offered are elective. The fact that a student elects to take family life education appears to have no relation to the school policies toward married students.

A Comparison of Selected Feelings and Attitudes Regarding Pregnancy and Labor of the Adolescent Primigravida and the Adult Primigravida. Marlene Behr. Master's. San Jose State College, 1966. Interlibrary loan.

This study was initiated to ascertain the differences, if any, of attitudes toward pregnancy and labor of the adolescent primigravida and the adult primigravida. The following null hypotheses were stated: (1) there are no differences between the attitudes toward pregnancy and labor of the adolescent primigravida and the adult primigravida, and (2) there is no difference between the attitudes of Negro primigravida and white primigravida.

The subjects were Negro and white primiparous mothers in the third trimester of pregnancy. The sample was taken from the lower social class and was selected individually from the Richmond (California) Health Center, the Martinez County (California) Hospital, and from several private physicians attending lower class patients.

Section II of the Schaefer-Mannheimer Pregnancy Research Questionnaire (.87) was used to measure seven psychological reactions to pregnancy. Questionnaires were filled out personally in the presence of the interviewer or under the direction of the medical personnel assisting. The subjects' responses were weighted and the sum of the scores obtained. The difference between the mean scores of the attitudes and feelings expressed by white and Negro adults and adolescents were tested by the use of the t-test.

The first null hypothesis was refuted. Significant differences were found between white adolescents and white adults. When Negro adults were compared with Negro adolescents the hypothesis was refuted in only one area. The second hypothesis was also refuted. When Negro adolescents and white adolescents were compared the hypothesis was refuted in only one area. When white adults and Negro adults were compared, large and significant differences were apparent.

Post-Graduation Planning of High School Seniors of Hocking County, Ohio. Katherine Hughes Brimmer. Master's. Ohio State University, September 1966. Interlibrary loan.

The data were collected through a questionnaire given in classroom situations. In three Hocking County, Ohio, high schools, a survey of 1965 graduating seniors revealed that students planned for additional training, employment, military service, marriage, and future residence. A varying degree of planning and action steps was reported.

Certain Factors Which Are Associated with Student Attitude Toward Premarital Counseling. James Peterson Crook. Master's. Brigham Young University, 1966. Interlibrary loan.

The purpose of this study was to explore the relationship between such factors as social adjustment, emotional adjustment, religiosity, and masculine-feminine characteristics; and attitudes toward marriage counseling.

The sample was selected from six undergraduate classes at Brigham Young University. Of the 365 students participating in the sample, 192 were males and 163 were females. Seventy-two percent of those participating were freshmen and sophomores. Ten students were eliminated for failure to complete the questionnaire.

The schedule employed in this study was developed by the investigator to obtain the information desired. Social-emotional adjustment and masculinity-femininity were measured by the Bell Adjustment Inventory. This measure was selected because of its reliability and speed of administration. The instrument was pretested on 30 students.

Guttman scaling techniques were used to give each respondent an attitude scale score, after which product-moment correlations were used to determine whether significant associations existed between the variables.

The statistically significant correlations of this study point out that those individuals who have positive attitudes toward premarital counseling possess the following characteristics: (1) students seeking premarital counseling are more feminine, and (2) they are considered more active in their church. Also, the person who is active in his church would prefer to consult a religious leader concerning premarital counseling than a professional counselor.

The Degree of Activeness of Certain Personality Need-States in Women and Their Relationship to University Grade Point Average. Carolyn Sue Green. Master's. Michigan State University, Spring 1966. Interlibrary loan.

The purposes of this study were to: (1) investigate "the adult end product" (upper division students at Michigan State University) in terms of certain personality needs as delineated in the H. A. Murray theory of personality as measured by the Group Personality Projective Test, and (2) investigate how these needs relate to the student's level of achievement.

The total sample included 73 Caucasian, female, upper division home economics students at Michigan State University. The Group Personality Projective Test, developed by Cassel and Kahn in 1958, was used to assess the need-state activeness present at the time of testing. Each student's grade point average was used as a measure of her achievement.

Based on a regression analysis (performed by CDC 3600) to ascertain the relationships between the activeness of the need-states as measured by the Group Personality Projective Test to one another and to grade point average, it can be stated that this study supports the notion that the activeness of personality needs has little, if any, effect on academic achievement in a university setting. This conclusion, however, was drawn from a statistical analysis in which the standard errors of the regression coefficients and beta weights were relatively high. To state the conclusion in terms of a practical application, the magnitude of the standard errors is so large that no accurate prediction of the activeness of any of the need-states as measured by the Group Personality Projective Test, or of grade point average, could be attempted for another sample using this study as a norm. Instead of identifying significant relationships between certain need-states and grade point average, the research served a more useful purpose as a validation study of the Group Personality Projective Test.

Parental Influence on the Decisions of Adolescent Girls. Jo Ann Joffrion. Master's. Northwestern State College, Fall 1967.
Interlibrary loan.

Objectives of this study were: (a) to investigate the adolescent girl's concept of parental influence on her decisions, and (b) to examine the relationship between her concept of parental influence on decisions and the variables: family authority pattern, nature of the decision-making situation, and the girl's age. Chi-square was used to test significant differences in responses. The study population consisted of 216 high school freshmen and juniors enrolled in three public schools of north Louisiana.

An examination of responses to a 68-item inventory (Parental Influence on Decisions) revealed that the majority of the adolescents in the study classified their family pattern as intermediate and parents were considered "usually" to have an influence on their decision-making. The girls from democratic families more often evaluated their parents as "always" having an influence on their decision-making than did those from authoritarian or intermediate families.

The findings suggest that adolescents from democratic families usually possess a positive attitude toward parental behavior. On the other hand, the adolescents from authoritarian families are more apt to exhibit a lack of harmony in parent-adolescent relationships. Responses to the inventory revealed the mother as being more frequently influential than the father in the decision-making of their adolescent daughters. However, when the adolescents asked for help, parents (when considered together) were consulted more frequently than were persons outside the family.

The nature of the situation was a factor associated with the adolescent's choice of help in decision-making. And for the group studied, parental influence tended to be greater than that of peers when the adolescent had a decision to make. The data regarding age of the adolescent as a factor in concept of parental influence strongly suggest that age may be a factor, but further research is needed in this area.

A Comparison of Certain Criteria Considered Important by College Freshmen and Seniors in Mate-Selection. Natalie Niehuss. Master's University of Alabama, May 1966. Interlibrary loan.

The purposes of this study were: (1) to explore the differences between 100 unmarried college freshmen (50 males and 50 females) and 100 unmarried college seniors (50 males and 50 females) selected at random from the University of Alabama in the criteria accorded importance in the selection of a mate, and (2) to discover if there were any differences according to sex and fraternity and sorority membership.

The instrument employed in this study, standardized through use, was the Schedule for Studying Preference Patterns in Dating and Mate Selection (Part I), developed by Harold T. Christensen and Evelyn S. Wignet. The significant findings of this study were:

1. Freshmen and seniors were in essential agreement as to what was most important in the selection of a mate. However, freshmen women tended to place more importance on "good financial prospect" and "does not drink" than did senior women. On the other hand, freshmen males emphasized "religious nature" and "does not drink" more than senior males. Senior males placed more importance on "poised and self-confident" and "intellectual stimulation" than did freshmen males.
2. Men and women appeared to be in essential agreement as to what was most important when selecting a mate. However, women tended to place more importance on: (a) good financial prospect; (b) ambitious and industrious; (c) similarity of background; and (d) intellectual stimulation, than did men. On the other hand, males emphasized more than females: (a) physical attractiveness; (b) good homemaker; and (c) well-groomed and mannered; and (d) health and vitality.
3. There was a substantial amount of agreement in the responses of sorority members and fraternity and non-fraternity members on those items tested.

A Study of Students' Preferences for the Sex of Their Children. Ruby Mills Parker. Master's. University of Mississippi, 1966. Interlibrary loan.

The purpose of the study was to determine whether a greater number of twelfth grade students preferred sons than daughters in relation to their future children and whether socioeconomic status of students was associated with these preferences. The subjects were 96 twelfth grade students, 50 boys and 46 girls. These were all of the twelfth grade students enrolled in Oxford High School, Oxford, Mississippi in the spring of 1966 and present on the day the data were collected.

On an anonymous questionnaire the students expressed their preferences for the sex of a first child, an only child, and a family of three children. The Gough Home Index was used to obtain information about the socioeconomic status of the students.

The results of the study appear to indicate that more twelfth grade students prefer sons than daughters and that more students of upper socioeconomic status than of lower socioeconomic status prefer sons.

Educational Planning and Vocational Planning of Ninth and Tenth Grade Students in Alabama. Mary Marshall Pruett. Master's. Auburn University, December 1966. Interlibrary loan.

The purposes of this study were: (1) to determine the presence or absence among ninth and tenth grade students of a realistic relationship between vocational planning and educational planning for the achievement of stated vocations; (2) to determine the relationship between their vocational planning and such factors as sex, level of living, rural or non-rural background and family size; and (3) to determine students' estimations of parental encouragement, financial assistance, and students' vocational and overall plans.

The 144 subjects were randomly drawn from a cross-sectional sample based on level of living, sex, family size, and rural or non-rural background. All were enrolled in the ninth or tenth grade in ten randomly selected schools in six urban areas in Alabama and were presently living with both parents.

Students were administered educational and vocational questionnaires which had been designed and used in a Southeastern Regional Research study on educational and vocational goals of rural and urban youth. Chi-square was used to test the relationship between variables; the Auburn University Computer Center was used to analyze the data.

The findings of the present study indicate that an unrealistic relationship existed between the students' vocational and educational plans. Based on the results of this study, it appears that students were not aware of the importance of certain high school subjects necessary for success in future educational and vocational goals. This fact suggests the need for persons working with youth, especially parents, teachers, and guidance counselors, to provide more assistance in planning educational experiences to support students' vocational plans. Data from this study lend support to the conclusion that the higher the family's level of living status the more students valued education.

Patterns of Interpersonal Relationships Among Youth Nine to Thirteen Years of Age. George P. Rowe. Doctoral. Florida State University. April 1966. Interlibrary loan and microfilm.

The purpose of this study was to determine the pattern of heterosexual behavior before and during the transition into adolescence. The sample consisted of 410 white boys and 409 white girls. The research instrument was composed primarily of questions previously devised by Broderick (1963) who reported that his instrument revealed 95% coding reliability on all items for each age and sex. The analyses of the data included Guttman scale analysis and chi-square analysis.

The results indicate that girls made significantly more positive heterosexual responses than boys in 6 of the 15 heterosexual variables, while boys

made significantly more positive heterosexual responses than girls in only 2 of the 15 heterosexual variables. Increased age correlated more positively with advanced heterosexual responses for boys than for girls. Membership in monosexual cliques and teams was positively related with heterosexual development. There were no significant relationships observed for any age and sex group between the heterosexual variables and socioeconomic status, the ordinal position of the child, self-image respecting size, whether the mother worked, plans for college, and frequency of Sunday School attendance. There were few significant differences found in heterosexual development between youth in Missouri and Pennsylvania with sex, age, and community size held constant.

Parent-Peer Orientation of Junior High School Remedial Students.

Nick Stinnett, Jr. Master's. Florida State University, December 1965. Interlibrary loan and microfilm.

The purposes of this study were to: (a) devise a scale for measuring parent-peer orientation; (b) measure and compare parent-peer orientation among southern white and Negro adolescents from low-income families in relation to a number of other variables; and (c) identify areas of behavior in which there is a greater tendency for adolescents to make parent-oriented responses or to make peer-oriented responses.

The sample was composed of 95 students obtained from three junior high schools participating in a summer remedial program. Fifty-one of the 95 subjects were Negro, and 44 were white. The instruments included: (a) the Parent-Peer Orientation Scale developed by the author and designed to measure parent or peer orientation of the subjects (17 of the 20 items were significantly differentiating; also, a split-half reliability coefficient of .99 was obtained); (b) Bass' 27 item SIT scale, used to obtain a self-interaction-task orientation inventory of the subjects; and (c) a semantic differential scale used to determine the student's evaluation of family. Analyses of the data consisted of the chi-square test, Mann-Whitney U test, Spearman rank correlation coefficient, and the Kruskal-Wallis one-way analysis of variance.

From the analysis of the data, the following conclusions were reached: (a) a significant difference in parent-peer orientation exists between white males and females, with males indicating higher peer orientation (no significant difference exists between Negro males and females); (b) there is no significant difference in parent-peer orientation between Negro and white adolescents; (c) there is no significant relationship between parent-peer orientation and personality orientation (as measured by the SIT); (d) peer-oriented subjects tend to have a lower evaluation of family than do parent-oriented subjects.

Some Social Factors Affecting Student Choice of College. Doris Field Sutliff and Margery Grant Perkins. Master's. Syracuse University, 1967.

This study, designed to measure student and parent attitudes toward college attendance, was concerned with pressures on students to attend college and family involvement in college choice. The major hypothesis was that relationships exist between the intensity of parental expectations, the amount of parental participation in decision-making and student attitudes after several weeks as a college freshman.

The questionnaire designed by the authors was given to freshman girls and to transfer students in the College of Home Economics. The survey also included parents of these groups and area high school guidance counselors.

Personal Concerns of Ninth Grade Homemaking Students in an Urban Area. Betty Kirk Thomas. Master's. Texas Woman's University, August 1966. Interlibrary loan.

The specific purposes of this study were to determine major areas of concern to teen-age girls enrolled in ninth grade homemaking classes; to identify problems of girls in mid-adolescence; and to study factors in home and family background that may influence behavior.

The data were obtained through the use of two survey forms: "Areas of Concern to Teen-Agers" and "Survey Form for Girls." The sample consisted of 259 girls, ranging in age from 14 to 17 years, enrolled in Homemaking I classes in four junior high schools in Arlington, Texas. Findings revealed that major concerns of the study participants could be grouped into three major areas: school, personal, and home and family. Desire for a greater choice of school subjects, need for more career information and more assistance from the teachers, difficulty with mathematics and science courses and too much homework were the major school concerns. Major personal concerns included boy-girl relationships, personal appearance, nutrition, desire for more community activities. Home and family concerns most frequently indicated were lack of privacy, not having enough money, disputes with siblings, lack of parental attendance at church.

Conclusions were that homemaking teachers need to incorporate the data findings into everyday classroom teaching situations. Teachers may utilize findings to help solve the problems and relieve the concerns of adolescents.

A Comparative Study of Characteristics Used in Rating of Dates and of Dating Behaviors in Rural-Urban and L.D.S. Samples. Joseph Grant Turner. Master's. Brigham Young University, 1966. Interlibrary loan.

This study was designed to investigate the characteristics most frequently desired in a person high school students would date and their dating behaviors compared by locality and religion. The sample consisted of 906 subjects: 451 rural and 350 urban L.D.S. high school students and 105 non-L.D.S. high school students.

The basic instrument used was Blood's Retest of Waller's Rating Complex Questionnaire, with additional questions by the author. A second section obtained vital information and a third section of 19 questions obtained information on actual dating behavior. The instrument was pre-tested at two high schools and then submitted to four judges before final distribution.

The data were mainly descriptive. Comparative analysis of percentages, numbers, and means was the primary treatment of the data. Analysis of variance was used to test for any significant difference of means between the rural-urban and the religious groups. The rural students were more conservative in their dating attitudes and behaviors. Only one characteristic was found to differentiate the L.D.S. and non-L.D.S. students: the L.D.S. sample indicated an earlier age at the time of the first date than the non-L.D.S. sample.

Family-Oriented Therapy and Delinquency Rehabilitation: A Proposed Delinquency Rehabilitation Program for the Utah State Juvenile Courts. Charles John Woodworth. Doctoral. Brigham Young University, 1965. Microfilm.

The major goal of this study was to create a combined probation and therapeutic service to maladaptive delinquents and their families, and to make more creative and effective use of the probation officers in rehabilitating youths brought into the juvenile courts.

The research design focused on family-oriented therapy. The basic assumptions of family-oriented therapy were that:

1. Regardless of a delinquents' problems, society holds him responsible for his behavior and accountable for his acts.
2. Certain delinquent acts are motivated by frustration, internal and/or interpersonal conflicts.
3. Delinquents' behaviors will cease if these frustrations and conflicts are resolved.
4. The necessary problem-solving work can be accomplished through intensive, short-term therapeutic service to the youth and his family.

The methodology was basically a case study approach based upon a psycho-analytical orientation, the end result of which is an assumed change or modification of behavior. The author supported his approach by presenting 10 case studies of delinquents and their families, using family-oriented therapy.

The findings indicate that this technique can provide a probation officer or counselor with an additional therapeutic tool. This approach attempts to focus on the youth and the source of his trouble and its relationship to the social setting that influences him.

Adults

A Comparison of the Personal and Social Adjustment of 38 Never-Married Women and 38 Married Women. Luther Galloway Baker, Jr. Doctoral. Oregon State University, August 1966. Interlibrary loan and microfilm.

This thesis sought to explore the meaning of two persisting stereotypes of women, one that woman is by nature inferior to man, and the other that women are fulfilled primarily through marriage and parenthood. These stereotypes have an important bearing upon the adjustments of never-married women.

The first stereotype was outlined and explored through an historical analysis of literature carried down to the present. The second was tested by taking two groups of 38 volunteers, both professionally active. One group was never-married, the other was composed of married women who were also mothers. The extent to which both groups of these women were satisfied with their life patterns was tested by the California Test of Personality, and a questionnaire which gave them an opportunity to voice their satisfactions and/or dissatisfactions. Neither instrument revealed any unique pattern as characteristic of either group. The scores of both groups on the California Test of Personality were significantly higher than the average scores on this instrument.

In searching for a factor which these married and unmarried women share in common which might produce their similarity in scores, but which they do not share with the "average" woman and which might tend to raise their scores above the average, their employment seemed significant. It is therefore concluded that it is through "satisfying contribution to one's significant society" that an individual achieves personal fulfillment. Family may provide this "significant society" for some women, while for the unmarried some other significant association may suffice.

This study suggests that if a woman perchance remains unmarried, she may still find fulfillment and render useful service to society.

Puerto Rican Women Teachers in New York: Self-Perception and Work Adjustment as Perceived by Themselves and by Others. Patria C. deCrespo. Doctoral. Teachers College, Columbia University, 1965. Microfilm.

The purpose of the study was to find out the ways in which Puerto Rican women teachers in New York City public schools perceived themselves and were perceived by others as represented by a consensus of ratings by three judges. The study was limited to a group of 50 teachers and was aimed specifically at examining how they saw themselves and were seen by others with respect to eight personal and professional concerns, namely, satisfaction with the job, success on the job, personality and make-up as a whole, physical appearance, interpersonal relations, emotional poise, intellectual ability, and home and family life. The data were obtained by means of two questionnaires answered by the entire group and one questionnaire answered by a panel of three judges who were acquainted with all the teachers.

From the findings, teachers in New York City had greater opportunities for study and professional advancement than those in Puerto Rico. Most of the sample were satisfied with their professions. Disappointments and dissatisfactions were associated with the circumstances under which they worked. Difficulties encountered were primarily personal and emotional problems. Teachers were undergoing the rich experience of interpreting their culture to teachers from other cultural groups. The study points to a need for depth research in phases of personality of Puerto Rican teachers in New York City.

Transition Patterns of Chinese Migrants in Idaho. Eileen Hubbell MacDonald. Master's. University of Idaho, November 1966. Inter-library loan.

The purpose of this investigation was to study some of the transitional patterns of Chinese families in selected Idaho settlements, and to continue research on evolving practices by reviewing publications and interviewing Chinese families residing in the Lewiston (Idaho) area. Family structure, marriage and home life, food, education, occupations, burial practices, and special celebrations were considered by the writer.

A review of literature on the classical Chinese family provided the background on traditions still observed by Chinese in the area studied. Use of the unstructured interview precluded the researcher's unduly influencing responses of the cooperating families, and a tape recorder assured accuracy in reporting results of the personal interviews.

Various transitions were identified by the researcher. Traditional filial attachment remains strong. The extended family tends to persist with several generations working, living, and eating together despite the fact that in some instances Chinese couples as they marry rent separate apartments. Marriage arrangements are under the jurisdiction of the family to a

much lesser degree than formerly. Traditional attitudes are evident in that miscegenation and divorce are not tolerated by the Chinese studied.

Contemporary families increasingly emphasize higher education for both boys and girls. The Chinese language is still understood and can be spoken by many of the youth even though it cannot be read or written.

It is apparent that some Chinese families still carry out traditional customs within their own group but have also proudly adopted many American practices.

Attitudes of Employed and Non-Employed Latter-Day-Saint Mothers Toward the Homemaking Role and Outside Employment. Lois Richins Monroe. Master's. Brigham Young University, 1965. Interlibrary loan.

The purpose of this study was to test the hypothesis that employed mothers will have a more favorable attitude toward the homemaking role and outside employment than non-working mothers.

The sample consisted of the wives of students at Brigham Young University, all residents of a University housing project. Thirty subjects were selected, 15 worked full time, 15 did not. All belonged to the Mormon Church (L.D.S.).

An interview schedule was used to gather the data. The interview was divided into three parts. The first part gathered essential background information about the mother and her family. Subscales of the PARI (Seclusion of the Mother, Martyrdom, Rejection of the Homemaking Role, and Ascendancy of the Mother) were used as measures of the mothers' attitudes toward the homemaking role. The investigator developed a set of questions to measure employment attitudes (patterned after the PARI).

On the basis of this study, employed mothers showed a significantly more positive attitude toward the homemaking role. There was no significant difference in attitude toward outside employment between the two groups. A positive correlation was found between a favorable attitude toward a homemaking role and outside employment for employed mothers. Such correlation was not found for non-employed mothers.

Three Aspects of Post-Divorce Social Adjustment in Mormon Utah and Protestant Nevada. Sonia Lee Richardson. Master's. Brigham Young University, 1966. Interlibrary loan.

The purpose of this study is to gain information about three aspects of post-divorce adjustment. It was hypothesized that among divorced Protestant women there would be more self-esteem and participation in social activities and less residual emotional involvement, than among L.D.S. women divorcees.

The sample consisted of 20 Protestant females residing in Clark County, Nevada and 20 Mormon females residing in Utah County, Utah. All subjects were Caucasian, married only once, and now single. Length of time divorced ranged from 1 to 3 years. Because of limited access to names of divorcees, the investigator was unable to match the sample by age, number of children, etc.

Self-esteem, or the congruence between perceived and ideal self, was measured by the Interpersonal Checklist. Residual emotional attachment was measured by a questionnaire oriented toward how well a person had reoriented himself to life. A checklist developed by Brown was used to predict involvement in social activities.

The data were analyzed by computing the mean, standard deviation, and correlations between the variables. Limitations are placed on the results because the sample is small and not random.

The differences between the group means were in the directions hypothesized, but only the differences in the means for residual emotional attachment was at the .05 level of confidence. Correlations between variables were in the directions hypothesized but none at a statistically significant level. Because of the size and accidental nature of the samples, the conclusions are at best only suggestive.

An Exploratory Study of Plans and Expectations for the Postparental Period Among Mothers of Junior High Age Children. Margaret Weigle Ryan. Master's. Kansas State University, August 1966. Inter-library loan.

The purpose of this study was to investigate the nature and extent of plans and expectations for the postparental period among a selected group of 35 women whose oldest children were in junior high school. College and non-college women were compared to determine if educational level influenced plans for future activities in the areas of employment, education, or social and leisure-time pursuits. The relationship between amount of family income and employment plans, and husband's views and future plans were also studied.

Personal interviews were conducted by the author. Chi-square analyses indicated no significant relationship between amount of education and plans for employment in the foreseeable future. However, there was a significant relation between future job plans and the amount of family income. A statistically significant relation was also found between the amount of education and future educational plans. The most highly significant relationship found was between plans for future employment and the husband's approval of such plans. Suggested implications from the study are:

1. The importance of continuous guidance of young girls to view their lives as a whole;
2. The necessity of guidance for women nearing the postparental period;
3. The extension of guidance to boys and men; and
4. The benefits of education of women for a total life plan beyond the time in which they marry and have children.

A Study of the Values of Female Adult Volunteer Leaders. Rosemary Williams Wilson. Master's. University of Rhode Island, 1965. Interlibrary loan.

This investigation was planned to study the personal motivation of women in accepting a leadership role in volunteer organizations. Because values serve as basic motivation in an individual personality and represent the influence of culture and group sanction as well, they were selected as the motivating force to be measured.

Hypotheses were: (1) the value scores of women leaders would vary from those of women in general, and (2) the value scores of leaders at the state level would show a greater deviation from the norm than the scores of leaders at the local level. Subjects were women holding an elective office at the administrative level in three Rhode Island organizations which were also a part of larger national groups. The revised Allport-Vernon-Lindzey Study of Values and a personal data sheet were completed by leaders at the state and local levels of each organization. Possible relationships between values and age, education, social position, and basic orientation of the group were also studied. Means and standard deviations of value scores, age, education, and social position were computed and analysis of variance was used to determine differences between groups.

Results showed that value scores of leaders were higher than the norm on theoretical, economic, and political values, and lower on aesthetic, social, and religious values. State leaders showed a greater deviation than local leaders in all areas but economic. The study indicates that in spite of some significant differences between the groups used in the experiment, value scores as determined by the Study of Values were able to distinguish leaders from women in general and that value scores may provide a measure of a leader's motivation.

Factors Associated with the Life Satisfactions of Full-Time Employed Mothers. Emily Wright Tyler. Master's. Brigham Young University, 1966. Interlibrary loan.

The purpose of this study was to determine the effects of such variables as attitude, enjoyment of work, reason for working, etc. upon the life satisfaction of the employed mother.

The sample was selected from employed mothers of seventh-grade children in Provo, Utah. The sample consisted of 47 families. The father was employed full time and the mother worked 30 hours or more a week and had been employed for more than one year. The methodology consisted of a questionnaire developed to give background information about (1) reasons for working, (2) household routines, (3) individual backgrounds, (4) expressed life satisfaction, (5) attitudes toward working and (6) influences of working on work simplification techniques in the home.

It can be concluded that some factors that may be related to the life satisfactions of employed mothers are:

1. positiveness of attitude toward work;
2. enjoyment of her present job;
3. her reason for working.

Results indicate that attitude is the key factor in the degree of life satisfaction a mother feels. This factor influences her incentive for work, her feeling toward working, and toward her present job.

Aged

Retirement Attitudes of Government Employees. Carolyn Kudlak Kohntopp. Master's. University of Idaho, 1966. Interlibrary loan.

Retirement attitudes of certain government employees in Boise, Idaho, were examined in a study of persons who were 55 to 65 years of age. Information obtained by an objective questionnaire and some personal interviews can be summarized as follows:

1. The respondents were well-educated. Of the 58 respondents, 53% had obtained college educations. In comparison, the median years of education attained by persons aged 55 to 64 in the United States during 1960 was 8.7 years.
2. Only two of the employees rated their health as less than good or excellent.
3. The employees earned an average salary of \$9705. In comparing their salary to the Idaho per capita income (\$2338) or the average income of the employees of the manufacturing industry in Idaho (\$5512) the federal government employees in the area of this study are distinctly an advantaged group.
4. Employees reported good working relationships with their supervisors and fellow employees. A feeling of usefulness gained from employment was experienced by 75% of the respondents. All the employees enjoyed their work and, if given the opportunity, 70% would choose their present occupations again.
5. Since approximately three-fourths of the group were 55 to 60 years of age many planned to continue their employment. A desire for more leisure time was the reason most frequently mentioned for future retirement plans. About 53% expected to retire at age 60. Of the 58 respondents, only 6 planned to continue work until age 70.
6. Almost two-thirds of the respondents looked forward to retirement and had made tentative future plans. Retirement preparation was not offered by many of the government agencies, although more than half of the subjects would participate in such a program. The employees' attitudes toward the

retirement period in their lives were optimistic. More than half believed that to keep occupied was imperative for successful retirement. About 84% of the group stated they would have adequate financial arrangements for their retirement.

Exploring the Golden Years of Marriage. Talmage Christensen.
Master's. Brigham Young University, 1965. Interlibrary loan.

The purpose of this study was to explore factors which contribute to happiness in the later years of life as perceived by Mormon Golden Wedding Couples and to explore the areas of religion, family, residence, finance, and social association in these marriages.

The sample consisted of 51 couples who had celebrated 50 continuous years of marriage. Information was gathered by use of an interview. The interviewer asked each couple seven questions pertaining to those areas mentioned above. Each basic question has several probing questions in order to elicit a complete response.

Since the study was exploratory in nature, there were no formal hypotheses tested and no statistical measures were used. Methodology consisted of probing the interview material for information to summarize. The study suggested that in Mormon Society:

1. The aged enjoy higher status than those in the U.S. as a whole,
2. Mormon society is reinforced with institutions that are favorable to continued participation of the aged,
3. The couples studied showed favorable adjustment in the later years of marriage,
4. Religious orthodoxy of married children was a basic source of satisfaction for elderly Mormon couples of religious orthodoxy.

The Changing Role of the Grandmother in Family Interaction. Sue Garner Updegraff. Master's. State University of Iowa, August 1966. Interlibrary loan.

The purpose of the study was to investigate what changes, if any, have taken place in the role of the grandmother in American middle-class family interaction since the shift from extended to nuclear family emphasis. The subjects were 69 seventh grade girls representing the socioeconomic middle class, their mothers, and maternal grandmothers.

A questionnaire asking each individual to recall her relationship as a grade school child with her maternal grandmother was administered to the subjects. Data were analyzed at the University of Iowa Computer Center using chi-square, direct standardization, and descriptive percentages. Five variables of the traditional role were studied: indulgence, generational continuity, aid in time of family crisis, child care assistance, and authority.

The findings in this study indicate that some aspects of the traditional role of the grandmother have changed.

1. A great proportion of the grandmothers of all three generations have not been authority figures in the family. Today fewer grandchildren are living in the same home with the grandmother thereby allowing less chance for definite authority patterns to develop. For those grandmothers living with their grandchildren, it may be concluded that generally authority was not part of the relationship. When three-generation living did occur, more of the grandchildren lived in the grandmother's home than in the parental home.
2. Indulgence on the part of the grandmother has increased over the last three generations. Residential distance and level of education appear to have no influence on the indulgence relationship.
3. The grandmother seems to serve some role in the continuity of generations. Although one-half of the grandmothers in this study passed the family history on to their grandchildren, more of the grandmothers provided the grandchild with a sense of the repetition of life by relating to the child what her mother had been like as a child.
4. Family occasions and casual visits seem to be the most common situations allowing grandmother-grandchild interaction. The grandmother's role in time of family crisis appears to be small. Letter communication between grandmother and grandchild is increasing. Today's grandmother spends more time with her grandchildren in the form of child care than did the grandmother of the past.
5. The grandmother role has changed significantly in the direction of increased indulgence and increased child care.

Family and/or Parent-Child Interaction

What Moving Means to a Family. E. Beryl Alford. Master's. San Jose State College, 1966.

The purpose of this study was to determine how selected central California families, new to the state, feel about their experiences of moving.

The 19 families in the study were: (1) new to California since June 1965; (2) had at least one child, ages ranging from eight years to and including high school seniors; (3) living together; and (4) willing to be interviewed. Subject families depended on intermediary persons and do not represent a random sample of any given population. With only a few additional questions directed to the adults, both the adult and child forms that were designed by the writer were identical in intent but differed in complexity to allow for varying comprehension by the two groups.

Major findings from the individual and private interviews with the 19 men, 19 women, and 34 children indicate that the majority: (1) had positive

feelings about this move; (2) had mixed feelings about another move; (3) expressed desires to have had some change in the move; and (4) believed making new friends was easy for them, primarily finding them at school (children) or church, work, and in organizations (adults). In addition, the adults: (1) believed the man made the decision to move; and (2) had positive feelings about coming into a new neighborhood. There seemed to be no relationship between the way families felt concerning all aspects of moving and their frequency or number of moves. One basic issue proclaimed in the literature was supported by individuals in this study: early preparation of the children. Two issues were often negated: (1) consideration of each individual child's needs when the children were six or under; and (2) the obligation of parents to aid their children in the process of establishing new friendships. Being exploratory in nature, generalizations may not be drawn from the results of this study, but results should be of value as aids in understanding families on the move.

An Investigation of the Relationship Between Marital Happiness and Three Aspects of Marital Conflict. Myrna Jean Murphy Black.
Master's. Brigham Young University, 1966. Interlibrary loan.

The purpose of this study was to determine the relationship of marital happiness to three aspects of marital conflict. It was hypothesized that there is a negative relationship between marital happiness and (1) the number of marital activities in which spouses differ, (2) the intensity of feelings about the differences, (3) the use of "destructive" methods of handling conflict.

The sample consisted of 166 parents of nursery school children. They were predominantly from professional occupations and were married an average of nine years.

A self-administered questionnaire was used to obtain separate data from each spouse. The Terman Marital Happiness Scale was used as a measurement of marital happiness. Items from the agreement scale of the Locke-Wallace Short Form Marital Adjustment Test were used to measure differences on marital activities and intensity of feelings about these differences. Methods of handling conflict were measured by a scale developed by the author.

Factor analysis was used to demonstrate construct validity and internal consistency of the data on differences and methods of handling conflict. Judges rated the factored scales on handling conflict as "destructive" or "constructive."

Product-moment correlation was used to test the hypotheses. The correlations were all of low magnitude. Hypothesis one and three were supported at the 57% level of confidence. There was not statistical support for hypothesis two. "Ego-defeating" techniques used by either spouse in handling conflict was associated with low marital satisfaction for both while "empathetic understanding" showed the opposite.

The Relationship of Occupation and Marital Adjustment of a Sample of L.D.S. Couples Registered in Utah County in 1955. Harold D. Bywater. Master's. Brigham Young University, 1965.

The purpose of this study was to determine the relationship between certain occupational variables and marital adjustment. The sample consisted of 65 couples who were: (1) married in an L.D.S. Temple, (2) married in 1955, and (3) still living in Utah County when the sample was taken. The length of marriage was from 9½ to 10 years. The average age of the husbands was 32.4 years and the wives, 28.9 years.

Marital Adjustment was measured by the (1) the Parental Attitude Research Instrument (PARI) and (2) the Terman One-item Marital Happiness Scale. The author devised an interview schedule and questionnaire to assess occupational satisfaction. The data were coded on IBM cards and simple order correlations were used to determine significant association between occupation and marital satisfaction.

The husbands' marital adjustment was significantly related to (1) levels of occupation, (2) stability of occupation, and (3) similarity of husband and father's occupation. A wife's marital satisfaction was significantly related to (1) husband's occupation, (2) husband's satisfaction with his occupation, (3) husband's perception of spouses satisfaction with his occupation, and (4) occupational stability.

Familial and Personal Factors Related to Stress of Graduate Students. Elizabeth Ellen Clark. Master's. Florida State University, 1966. Interlibrary loan.

The purpose of this study was to explore the relationship between anxiety and marital status of male graduate students. The selected random sample of 217 subjects were men attending the Florida State University in the spring of 1966. There were (1) 68 single male graduate students, (2) 74 married male graduate students with no children and (3) 75 married male graduate students with children.

Two instruments were used in this study: (1) the IPAT Anxiety Scale and (2) The Personal Information Questionnaire. The instruments were mailed to all subjects in the sample. To analyze the data, analysis of variance and a chi-square item analysis were employed.

Marital status was significantly related to anxiety level. Single students were significantly more anxious than the married students (with or without children). Nine items were significantly related to anxiety for the single male graduate students. Two items were significantly related to anxiety for the married male graduate students without children and the married male graduate students with children.

These findings may suggest certain marital developmental tasks. The single students were apparently striving to alleviate loneliness and to establish an affectional relationship. The married students with no children were still making the transition from single to married life. The married students with children were apparently trying to care for and adequately provide for their families.

The Crisis of Parenthood as Experienced by L.D.S. Couples with One Child. Carole Irene Crismon Cook. Master's. Brigham Young University, 1966. Interlibrary loan.

The purpose of this study was (1) to determine whether or not L.D.S. couples experience crisis with the birth of their first child and (2) identify factors related to crisis.

The sample consisted of forty-seven L.D.S. couples, living in married students' housing projects at Brigham Young University. All the husbands were college students, all had only one child at the time, and had no previous marriages. The method of collecting the data was by means of a questionnaire which contained the following sections: (1) General Information, (2) Social Participation Scale, (3) Religious Orthodoxy Scale (Vernon), (4) The Locke-Wallace Marital Adjustment Test, (5) Adjustment to Parenthood Scale, (6) Open end questions about changes brought about by parenthood. Items for sections 3 and 4 were standard testing measures, while items for sections 2, 5, and 6 were especially developed by the investigator for this study.

Data were analyzed by constructing an index of crisis based on four measures (1) change in living pattern, (2) change in social participation, (3) adjustment to parenthood, and (4) existence of crisis according to the couple's opinion. Measurement was by two methods: (1) the Guttman Scalogram techniques and (2) analysis by a high or low score.

Evidence supported the hypothesis that the addition of the first child precipitates changes indicative of a crisis. No significant differences were found between crisis and marital adjustment, religious orthodoxy, or length of time married before the birth of the first child. The data did not permit a comparison to determine whether crisis was more or less severe than in a non-L.D.S. group.

An Investigation of the Family Life Adjustment and Rehabilitation Adjustment of a Selected Group of Individuals with Tuberculosis. Jesse Wallace Johnson. Doctoral. Teachers College, Columbia University, 1965. Interlibrary loan and microfilm.

The purpose of this investigation was to evaluate the current level of patient adjustment in the area of interpersonal relationships with the family unit as well as at the Altro Health and Rehabilitation Service Center, in New York City, as perceived and rated by the individual, a significant family

member, and a professional worker. The hypothesis was that there is a positive relationship between the handicapped individual's rehabilitation adjustment and a level of functioning within the family unit.

The subjects studied included 30 tubercular patients who had actively participated in the rehabilitation program for at least 3 months and for not more than 12 months during the time of the investigation. A rating instrument was developed to measure the level of family life and rehabilitation adjustment in activity areas suggestive of interpersonal relationships. Of particular concern was the identification by comparative analysis, congruence, or lack thereof of the rating scores. The Pearson product-moment coefficient of correlations was used. A positive correlation between family life and rehabilitation adjustments was established. Negative stresses were in their social backgrounds but more than three-quarters of the subjects were able to make a satisfactory to excellent adjustment in the areas of rehabilitation and family life. The family, it is felt, can be considered a potential educative resource in reinforcing and facilitating the rehabilitation of the individual who has suffered an illness such as tuberculosis.

The Measurement of Spousal Adaptability and Its Relation to Child-Rearing Practices. Dianne Josephson Kieren. Master's, University of Minnesota, 1966. Interlibrary loan.

This pilot research was designed to test an instrument measuring adaptability in marital problem-solving and to determine its utility as a predictive tool to intra-and extra-familial variables. It is suggested that relations in the marital dyad have a distinct influence on relations within the larger family system and community.

Participants in the study were 60 husbands and wives living in urban and suburban metropolitan areas of Minneapolis, had at least 1 child of school age and were classified as blue collar workers. Subjects had been participants in an earlier study of family mobility and had consented to be interviewed a second time.

A flexible, open-ended interview schedule was utilized to measure spousal adaptability. Seventeen problematic situations were selected as typical areas of disagreement within the marital relationship. Husband and wife were interviewed separately. Responses were coded on the basis of a priori criteria dealing with the 3 components of adaptability: flexibility, empathy, and motivation. The three components correlated sufficiently highly with total adaptability scores to indicate that each appeared to be making a contribution to the total score. At the same time, the inter-component correlations suggested that each component was relatively independent of the others. None of the component scores utilized as independent variables were more predictive than the total adaptability score. A split-halves test of reliability yielded a correlation of .7 using a Spearman-Brown correction for attenuation.

In tests with extra and intra-familial variables, high adaptability scores were significantly related to high problem perception, using a chi-square test of significance. There were slight tendencies, indicated in percentage analyses, that adaptability was related to couple agreement, job allocation, and marital satisfaction. There was no significant relationship between adaptability and coercion in child-rearing.

The results suggest that adaptability in marital problem solving may be measured by the proposed instrument and may also be utilized as a predictive tool. The limited sample size restricted findings particularly in regard to sex differences. Further refinements of the instrument seem warranted as well as a more complete test with intra-and extra-familial variables.

An Investigation of Marital Disengagement and Disenchantment During the First Three Years of Marriage. Joseph Edmund Montgomery. Master's. Brigham Young University, 1965. Interlibrary loan.

This study was designed to investigate couples' awareness of disagreement and disenchantment and the factors influencing development of these conditions in the early stages of marriage. The sample consisted of 30 couples, all drawn from the Utah County marriage register. All subjects were Caucasian, had been married one, two, or three years, were within the ages of 19-25, and were from the middle class.

Methodology consisted of a joint interview with husband and wife. Because of the nature of disenchantment, the interview focused on areas of interaction between a couple, with disenchantment inferred by the degree of disengagement. The areas of interaction were explored in relation with interaction patterns by sex and length of marriage. The data were analyzed by comparisons between couples, by years of marriage, and between husbands and wives. Comparisons were made on the following dimensions: (1) awareness of disengagement, (2) length of time married when first realized, (3) reactions of the person, (4) the resulting effects upon the relationship.

The findings indicate that disengagement occurs more frequently than disenchantment. In other words, the couple is aware of physical separation, but psychologically they remain together. However, there was little evidence that these couples were consciously aware of either disenchantment or disengagement taking place in their marriages.

Differential Adjustment of Adult Immigrants and Their Children to American Groups. Ruth Neubauer. Doctoral. Teachers College, Columbia University, 1966. Interlibrary loan and microfilm.

This study, designed as a sequel to previous studies on assimilation of immigrants, was an exploratory and formulative descriptive survey. The objective of the study was to determine whether there are psychological diffi-

culties common to immigrants regardless of previous background, whether there is a difference in degree of assimilation between parents and children, and if so, does it affect the relationship between parents and children.

Among the seven hypotheses were two major ones: (1) perceived loss of status in the early years of adjustment to the new environment has been one reason for the resistance to assimilation; and (2) the convenience of finding sufficient contacts in the old "home group" has deterred the progress of assimilation, prevented the immigrants from joining American groups, whether formal or informal, and created new ethnic islands and institutions.

The sample consisted of 45 couples with children. The sample was divided into three equal groups: 15 couples of Orthodox-Jewish congregations; 15 couples of non-orthodox Jewish congregations and one widow; 15 couples of Jewish descent but unaffiliated with any Jewish group plus 15 children of parents from each group (45 children). Instruments were in-depth open-end interviews constructed and conducted by the investigator covering 8 broad sociological and psychological areas. Analysis of the interview results was accomplished by an Index of Assimilation constructed by the investigator.

The findings of this study support the main hypotheses; the parent immigrant has not progressed appreciably beyond the stage of the "approaching stranger"; The children, whether born here or arrived at an early age, have become members of the American in-group as a result of their education and the desire to be like other American children. Many parents and children have been living in two different social worlds which each group tolerates but fails to understand.

The researcher suggests that there is a high loss of talent and training when a highly professionally-trained individual is forced by emigration to start at the bottom and waste specialized talents. It is also suggested that ethnic islands of immigrants be utilized in a constructive assimilation process as sources of individual and group identity.

Self-Concept, Family Structure, and School Achievement. Edna O. Meyers. Doctoral. Teachers College, Columbia University, 1966. Interlibrary loan and microfilm.

The study sought to ascertain the self-concept, acceptance of racial identity, family structure, and school achievement of disadvantaged Negro boys.

Twenty-three good achievers and 23 poor achievers on the basis of standard achievement tests in arithmetic and reading were selected from the 4th, 5th, and 6th grade Negro boys attending one school in a depressed urban area (Harlem, New York). Four devices were used: a data sheet, a sentence completion test, and an attitude checklist. Administered individually in 10 homes to each family member was the Family Interaction Apperception Test,

a T.A.T.-type projective test consisting of 10 pictures showing family members in various activities designed to tap variables under study.

The hypothesis that Negro boys from an economically disadvantaged environment with a positive self-concept would be achievers in the elementary school situation was supported at the .01 level. For all 46 subjects positive self-concept correlated at the .05 level with a positive attitude towards the Negro. The hypothesis that Negro boys who were achievers would differ from underachievers in being more accepting of their ethnic identity was supported at the .10 level. On the .05 level, achievers differed from underachievers in five out of eight questions designed to elicit attitudes towards whites, the underachievers revealing the higher level of anti-white feelings.

Based on a qualitative analysis of family interaction, a body of evidence was adduced to support the final hypothesis that disadvantaged Negro boys would function well in school if at least one parent, or some adult in loco parentis, assumed executive guidance and control over the household. Both groups of Negro boys showed respect for school and a desire for achievement. Both welcomed discipline and the imposition of external controls. Achievers throughout revealed a higher degree of internalized controls. Except for a limited number of underachievers, both groups tended to have realizable vocational goals.

Conjugal Power Structure in Decision-Making Situations in the Area of Young Children's Behavior. Laurel R. Schiffer. Master's. University of Illinois, 1966. Interlibrary loan.

The primary focus of this study was on the establishment of the reliability and validity of the major measurement instrument and the investigation of the score distributions which it generated. The secondary focus was on the comparative analysis of the conjugal power distributions obtained from the experimental situational measure, a short answer questionnaire, and a standardized parental attitude and behavior inventory.

The sample consisted of 21 sets of parents of preschool children. The primary instrument used was the Film Test for Understanding Behavior (FUB), which consists of 10 filmed episodes of behavior of preschool children, each followed by a series of questions which are responded to in terms of a five-point agreement-disagreement continuum. The FUB was used as an instrument to elicit inter-spousal differences in the area of young children's behavior and provide structured situations for the measurement of conjugal power in the resolution of revealed differences in this area. In addition, each parent separately completed the Parental Attitude and Behavior Inventory (PABI) and a short-answer questionnaire. Validity and reliability of the FUB scores were determined. Power indices obtained from the FUB situational measure, the PABI, and the short-answer questionnaire were compared to determine degree of association.

The FUB proved to be a reliable and valid instrument for measuring conjugal power structure in decision-making situations in the area of young children's behavior. The power scores which it generated were not significantly associated with scores obtained from either the short answer questionnaire or the PABI.

An Exploratory Study of Communication Patterns of Lower-Class Negro and Puerto Rican Mothers and Pre-School Children. Julius Weissman. Doctoral. Teachers College, Columbia University, 1966. Interlibrary loan and microfilm.

The purpose of this study was to investigate an assumption that lower-class family life was socializing passive behavior and lack of motivation for learning in the developmental growth of lower-class children. The major factors studied were the verbal patterns of mother-child pairs and such sensory modes as touch contacts, auditory, and visual forms of non-verbal communication patterns.

The procedures and instruments were based on quantitative ratings and observations of mother-child interactions in the home and school (Head Start) settings. A Rating Scale was employed to observe the spontaneous communication contacts of mothers and children on a minimum of six occasions during the entire school program and at home interviews. Teams of teachers and social workers were used as raters to create the conditions for inter-observer reliability.

The findings of the study indicate that Puerto Rican mother-child pairs are much more active in the home than in the school setting. The Negro group, however, appears to be more passive in the home than in the school setting. The Puerto Rican mother-child pairs were twice as active as the Negro group in verbal and non-verbal forms of communication that encouraged exploratory behavior and learning.

Program Development

A Comparative Study of Two Family Life Teaching Methods at Ecorse High School. Kathleen Brenner. Master's. Michigan State University, 1966. Interlibrary loan.

The study was designed to obtain information about a decision-making teaching technique as compared to a textbook technique of teaching family life. Each control and experimental group consisted of 17 students from lower socioeconomic backgrounds. Each group completed a Marriage Inventory designed by Burgess, Cottrell, Wallin, and Locke. The Marriage Inventory was adapted for high school students for this study. Students completed the instrument before and after the semester's class instruction. The objective

was to determine whether the decision-making teaching technique employed by the teacher indicated a significant difference in student perception of the solutions to marital problems. The data were summarized and compared using the mean scores and the t-score of probability. The analysis of the data did not reveal any significant changes as a result of the experimental situation. The study did indicate that students tend to think unrealistically about their marital relationships, and that there appears to be a need for an instrument specifically prepared for the students from a lower socioeconomic group.

Teaching Causality in a Foods Curriculum. Dorothy Wright Boysen. Master's. The State University of Iowa, June 1966. Interlibrary loan.

School programs in understanding human relationships are not as well developed as programs for understanding physical development. When human behavior is taught, it is often from an arbitrary judgmental approach rather than a causal approach involving understanding how a situation developed and considering procedures for dealing with it.

The objective of the study was to design and test effects of a planned learning program for a foods curriculum, teaching a causal approach to understanding human relationships. The relationship of causal thinking to intelligence scores, social class, and previous child development study was also determined.

A sample of 109 students from homemaking foods classes in two senior high schools served as subjects. Thirty-three of the students, (the experimental group) studied foods with an awareness of behavior. Causes of actions and attitudes in human relationships (ethnic, geographic, socioeconomic, religious, physical, and psychological factors) were presented. Also discussed were forms of behavior affected by food. Problem-solving methods of recognizing causes, alternatives, and effects were practiced in three laboratory sessions. The pretest and post-test consisted of a causal test of 34 behavior situations related to foods (reliability .80 by Spearman-Brown formula).

It was encouraging to discover that causal attitude scores of the experimental group changed significantly, beyond the .001 level (by the t-test) with only eight days of teaching. Perhaps a study of human relationships throughout an entire semester of food study would yield even greater increases in scores and increased causal orientation of the students.

Problems Encountered by Mississippi Extension Home Economists and Home Demonstration Club Members in Parent-Child Relations. Mary Nell Dowdle Greenwich. Master's - University of Southern Mississippi, 1966. Interlibrary loan and microfilm.

The purpose of this study was to determine some of the problems in parent-child relations as encountered by Mississippi extension home economists and home demonstration club members. The study was limited to 81 home economists employed by the Mississippi Extension Service and 500 active home demonstration club members in Mississippi. The children of the study were up to 12 years of age.

A survey consisting of 23 selected items of parent-child relationships was compiled for use in determining the problems. The survey was mailed to the 81 extension home economists and 525 home demonstration members.

The returned survey forms were tabulated through an item count of the responses of each group. Results were converted into percentages.

Out of 23 problems in the survey, 13 had been checked by at least 50% of the home economists and club members as to some participation or assistance. The two problems checked most often were "planning for family spending" and "decision-making related to family spending." With more than one-half of the problems checked by both the home economists and the club members, it seems that there is a demand for the assistance of home economists in the area of human relations in Extension work in Mississippi.

The Development of a Questionnaire for Use in Extension Program Planning. Barbara Ann Miles. Master's. Oklahoma State University, July 1966. Interlibrary loan.

The purpose of the study was to develop a questionnaire to identify needs and interests of members of Extension Homemakers' Groups and to organize the identified needs and interests to provide a sample basis for program planning. The sample was composed of 144 respondents to a mailed questionnaire. The questionnaire was composed of 142 subject-matter statements. The respondents were asked to indicate their need for information on the subject-matter statements by checking the ways in which they preferred to receive the information.

Information regarding the characteristics of the 144 respondents was: more respondents were in the middle age and older age groups; more than one-half had maintained membership in homemakers' groups for 10 or more years; the educational levels of the respondents ranged from less than eight years of schooling to four years of college; the majority of the respondents were married; according to place of residence the respondents were about equally divided between rural and urban homemakers; the majority of the respondents were not employed away from the home.

Findings on the identified needs for the 142 subject-matter statements indicated that: each subject matter statement was indicated as needed by some respondents; each subject matter statement was requested as a club lesson by some respondents; 136 of the statements were requested as workshops or special meetings by some respondents; 120 were requested as council programs by some respondents; each subject-matter statement in the form of a bulletin was requested by some respondents.

A Description of Selected Mental Health Treatment Agencies in Lansing, Michigan. Carole Ann Suydam. Master's. Michigan State University, 1966.

This study investigated selected mental health treatment agencies in Lansing, Michigan, to determine the sources of financial support, the professional mental health personnel employed, the treatment services offered, the types of people served, the main sources of referral to the agencies and affiliation with the Community Mental Health Services Act, Public Act 54.

Material was obtained by interviews with the directors and staff members of eight mental health treatment agencies. Results were categorized into the typed of services offered: out-patient, in-patient, and ex-patient. Of those categorized six were out-patient mental health agencies, one in-patient treatment facility, and one agency for treating previously institutionalized mental patients. In addition, one agency attempted to teach mentally disturbed children in the classroom, and a psychiatric ward served as a custodial residence for patients on a short-term basis.

Sources of support included the Michigan Department of Mental Health, the Lansing Community Chest, the Ingham County Mental Health Board, and fees for treatment services. Fees for treatment services, based on the patients' ability to pay in most cases, were charged in all but two of the agencies. Professional personnel included psychiatrists, psychologists, psychiatric social workers, social case workers, and one psychiatric nurse.

Treatment services offered were adult counseling, child counseling, group counseling, marriage counseling, and family counseling. Some agencies offered traveler assistance, a homemaker's assistance program, adoption services, and a program for screening mentally retarded patients.

INDEX OF AUTHORS

<u>Author</u>	<u>Title</u>	<u>Page</u>
Absher, C. H.	Number Concepts of Preschool Children	5
Adachi, S.	The Effect of the Birth of the First Child Upon the Husband-Wife Communication Relation- ship	5
Adelson, L.	Religious Attitudes of Christian Undergraduate Women Students at the University of Alabama	56
Alford, E. B.	What Moving Means to a Family	73
Ammon, M. S.	Experimental Acceleration of Children's Grammatical Rules	31
Badgett, G. A. P.	Married Home Economics Undergraduates: What Influences Completion of College Requirements	56
Bailey, P. M. R.	Marriages in Southwest Kansas High Schools	57
Baker, L. G. Jr.	A Comparison of the Personal and Social Adjust- ment of 38 Never-Married Women and 38 Married Women	66
Behr, M.	A Comparison of Selected Feelings and Attitudes Regarding Pregnancy and Labor of the Adolescent Primigravida and the Adult Primigravida	58
Benson, M. S.	A Comparison of Dreams of Schizophrenic and Normal Adolescents: An Exploratory Study	46
Biemiller, A.	The Effects of Varying Conditions of Exposure to a Novel Object on Manipulation of Human Infants	5
Black, M. J. M.	An Investigation of the Relationship Between Marital Happiness and Three Aspects of Marital Conflict	74
Boysen, D. W.	Teaching Causality in a Foods Curriculum	82
Brankey, J. J.	Construction and Evaluation of a Toy for Preschool Children	6
Brenner, K.	A Comparative Study of Two Family Life Teaching Methods at Ecorse High School	81
Brimmer, K. H.	Post-Graduation Planning of High School Seniors of Hocking County, Ohio	58

<u>Author</u>	<u>Title</u>	<u>Page</u>
Brindley, C. E.	Effects of Models and Controlled Drawing Techniques on Children's Pictures	31
Brockman, L.	The Effects of Severe Malnutrition on Cognitive Development in Infants	6
Bynum, M. McE.	Some Problems of a Group of Ninth Grade Male Adolescents as Identified by the Adolescents Themselves	46
Bywater, H. D.	The Relationship of Occupation and Marital Adjustment of a Sample of L.D.S. Couples Registered in Utah County in 1955	75
Carlile, J. B.	Family, Personal, and Academic Factors Related to Resident High School Dropouts in Wasatch School District During 1955-65, and Their Interests in Further Education	46
Christensen, T.	Exploring the Golden Years of Marriage	72
Chuckrow, H. E.	The Effect of Competition on Accuracy of Visual Perception: An Attempt to Replicate and Validate a Soviet Method for Measuring Ego and Group Orientation	31
Clark, E. E.	Familial and Personal Factors Related to Stress of Graduate Students	75
Cook, C. I. C.	The Crisis of Parenthood as Experienced by L.D.S. Couples with One Child	76
Creighton, J. M.	An Experimental Situation Using Unfamiliar Three-Dimensional Perceptual Material Tested with Individual Preschool Subjects for Its Usefulness in Revealing Accompaniments to Their Higher- or Lower-Fluency in Thinking	6
Cronin, V. S.	A Comparison of Three Methods of Mirror-Image Reversal Discrimination with Kindergarten and First Grade Children	32
Crook, J. P.	Certain Factors Which Are Associated with Student Attitude Toward Premarital Counseling	59
Davison, J. P.	Methods Used by Parents to Reveal Adoption to Their Preschool Children	8

<u>Author</u>	<u>Title</u>	<u>Page</u>
Decker, K. L.	Color and Form Discrimination in Four- and Five-Year-Old Children from Two Socio-Economic Levels	8
deCrespo, P. C.	Puerto Rican Women Teachers in New York: Self-Perception and Work Adjustment as Perceived by Themselves and by Others	67
Dickson, G. L. K.	Factors Associated with the Activity Level of the Neonate	9
Eggert, B. N.	Parental Attitudes as Antecedents of Pre-school Children's Body Image	10
Elliott, E. J. McP.	Preschool Children's Use of Selected Pieces of Major Playground Equipment	10
England, L. A.	A Study of Children's and Parents' Expressions of Preference for the Sex of Their Children and Children's Perception of Parents' Preference	32
Fernandes, M.	Educational Goals and Philosophy of Nursery School Education in India and the United States	54
Fesmire, R.	The Selection and Consumption of Food by Nursery School Children	11
Fisher, R. L.	A Comparison of Animism Conceptualization of Four- and Five-Year-Old Children of Upper Socioeconomic Status and of Poverty Status	12
Fodor, E.	Verbal Family Environment and Systematic Reading of Stories as Related to the Language Development of Culturally Deprived Children	12
Fritz, J. J.	The Effect of Over-Training and Method of Stimulus Presentation on Reversal Shifts	32
Fuller, E. R.	Cognitive Style and Children's Drawing of the Human Figure	12
Gilliland, S. F.	A Study of Moral Development in Mormon Culture	47

<u>Author</u>	<u>Title</u>	<u>Page</u>
Gilmore, S. E.	The Effect of Screening the Visual Cues in the Classic Conservation of Liquid Quantity Experiment	32
Goertz, E. C.	Graphomotor Development in Preschool Children	13
Goldberg, R. W.	A Study of Categorization in Some Mongoloid Children of Preschool Age	13
Green, C. S.	The Degree of Activeness of Certain Personality Need-States in Women and Their Relationship to University Grade Point Average	59
Greenwich, M. N. D.	Problems Encountered by Mississippi Extension Home Economists and Home Demonstration Club Members in Parent-Child Relations	83
Griffin, D. A.	The Relationship Between Maternal Attitudes and the Independent Behavior of Preschool Children	13
Haney, S. M.	A Comparative Study of the Adjustment to Public School of Children with Hearing Impairments and Children with Normal Hearing	32
Hannifan, J. J.	The Evaluation of Behavioral Qualities of Work Supervisors by Delinquent and Non-delinquent Adolescent Boys	48
Harmon, M. K.	Effects of Modality of Presentation and Age on Rhythmic Judgments of Children	33
Henry, M. I.	A Correlation of the Possession of Four Personality Traits in Some Nursery School Children and Their Parents	14
Holladay, H. H.	An Experimental and Descriptive Study of Children's Pre-Representational Drawings	18
Holt, W. McF.	A Study of the Comparability of Two Instruments Designed to Measure Originality in Preschool Children	14
Hoyt, V. C.	The Effect of Culture on Mother-Child Tactile Communication	15
Hull, G. W.	A Comparison of a Selected Group of L.D.S. Seminary Teachers in Relation to Nine Criteria for Measuring Religious Maturity	54
Huntzinger, J. M.	Social Interaction Among Mexican-American Children Enrolled in Day Care.	16
Irving, L. H.	Determining the Need for a Preschool Child	

<u>Author</u>	<u>Title</u>	<u>Page</u>
Huntzinger, J. M.	Social Interaction Among Mexican-American Children Enrolled in Day Care	16
Irving, L. H.	Determining the Need for a Preschool Child Development Center for Culturally Deprived Children in Stillwater, Payne County, Oklahoma	16
Jackson, B. H.	Children's Preferences for Picture Book Illustrations	17
Joffrion, J. A.	Parental Influence on the Decisions of Adolescent Girls	60
Johnson, J. W.	An Investigation of the Family Life Adjustment and Rehabilitation Adjustment of a Selected Group of Individuals with Tuberculosis	76
Jones, A. E.	Children's Perceptions of Their Mothers' Attitudes Towards Their Dependent and Aggressive Behavior	18
Kent, E. C.	A Study of Child Care Arrangements for Children of University of Alabama Students Living in a University Housing Area	18
Kieren, D. J.	The Measurement of Spousal Adaptability and Its Relation to Child Rearing Practices	77
King, B. F.	Responses of Culturally Deprived Children to Piano Lessons	34
King, M. P.	Dependency and Aggression in Children as a Function of Expressed Maternal Attitudes	19
Kohntopp, C. K.	Retirement Attitudes of Government Employees	71
Kokubu, H.	Child-Rearing Practices and Cultural Issues in Japanese Personality Development	34
Larson, S. D. B.	Comparison of Child-Rearing and Family Life Attitudes of Spanish-Speaking Mothers and Fathers	20
Law, C. S.	A Study of Teaching Experiences in Relation to the Development of Certain Scientific Concepts by Nursery School Children	20

<u>Author</u>	<u>Title</u>	<u>Page</u>
Lipton, E. R.	Child-Care Arrangements of Working Mothers With Preschool Children: A Descriptive Study	21
Lofink, M. A.	Parental Perception of Selected Areas of Interest of Rural Tennessee Youth	48
MacDonald, E. H.	Transition Patterns of Chinese Migrants in Idaho	67
Martin, S. S.	Physiological and Psychological Factors Related to Selected Food Choices: Five Case Studies	21
Massey, M.	The Imaginative Behavior of Disadvantaged and Privileged Preschool Children	21
Matter, D. E.	The Development of Selected Aspects of the Self-Concept in Children, From the Third Grade Through High School	35
McMaster, W. J.	The Participation of Mexican-American Girls in Voluntary Organizations	36
McPhee, Sister M.	Content Analysis of Verbal Productions of College Women	48
Meissner, J. A.	The Effect of Nursery School Experience on Assertiveness, Independence, and Anxiety	22
Meyerholz, N. J.	Self-Concepts of Fourth Grade Children in the Middle and Lower Social Class	36
Meyers, E. O.	Self-Concept, Family Structure, and School Achievement	79
Miles, B. A.	The Development of a Questionnaire for Use in Extension Program Planning	83
Miskella, A. E.	The Role of Sensory Modality Preference in Learning Efficiency	37
Monroe, L. R.	Attitudes of Employed and Non-Employed Latter-Day-Saint Mothers Toward the Homemaking Role and Outside Employment	68
Montgomery, J. E.	An Investigation of Marital Disengagement and Disenchantment During the First Three Years of Marriage	78

<u>Author</u>	<u>Title</u>	<u>Page</u>
Montgomery, T. C.	Behavior of Preschool Children Related to Age, Sex, Maternal Formal Education and Child-Rearing Knowledge	23
Murray, P. J.	Mother-Child Agreement on Disciplinary Situations and Methods	38
Neubauer, R.	Differential Adjustment of Adult Immigrants and Their Children to American Groups	78
Niehuss, N.	A Comparison of Certain Criteria Considered Important by College Freshman and Seniors in Mate-Selection	61
Olsen, N. J.	Family Structure, Child Training and Achievement Motivation: The Chinese Case	55
Orr, M. C.	Assessing Creativity of a Group of Kindergarten Children: Some Criteria	38
Parker, R. M.	A Study of Students' Preferences for the Sex of Their Children	61
Perkins, E. G.	Traditional Family Ideology and Children's Cognitive and Emotional Development	24
Perkins, M. G.	Some Social Factors Affecting Student Choice of College	64
Persson, S. A.	A Study of Familial Factors of Families with Children Eligible for an Enrichment Program	24
Phelan, G. K.	Spending and Saving Patterns of Adolescent Siblings	49
Poindexter, F. C.	The Effectiveness of Teaching Selected Number Concepts to Kindergarten Children	39
Pratt, M. W.	Evaluating Two Teaching Procedures for Third Graders in a Church Sunday School	39
Pruett, M. M.	Educational Planning and Vocational Planning of Ninth and Tenth Grade Students in Alabama	62
Puckett, M. B.	Report on Multi-Disciplinary Child Study Center in Operation	55

<u>Author</u>	<u>Title</u>	<u>Page</u>
Reitter, P. K.	Attitude Changes in Girls Taking a Class in Child Care	50
Richardson, S. L.	Three Aspects of Post-Divorce Social Adjustment in Mormon Utah and Protestant Nevada	68
Rizwana, K.	Reactions to Failure in Preschool Children from Different Ethnic and Socioeconomic Backgrounds	25
Rowe, G. P.	Patterns of Interpersonal Relationships Among Youth Nine to Thirteen Years of Age	62
Ruley, B. J.	Child-Rearing Practices Among Selected Culturally-Deprived Minorities	40
Ryan, M. W.	An Exploratory Study of Plans and Expectations for the Postparental Period Among Mothers of Junior High Age Children	69
Schiffer, L. R.	Conjugal Power Structure in Decision-Making Situations in the Area of Young Children's Behavior	80
Schuckert, R. F.	Maternal Aggression as Perceived by Young Children	41
Schwartz, S. C.	Parent-Child Interaction as It Relates to the Ego Functioning and Self Concept of the Preschool Child	26
Shaw, G. B.	Some Social-Psychological Correlates of Ordinal Position Among Sixth Grade Children	41
Shultz, R. H.	Causes of Conflict in Families When There are Biological and Adopted Children	42
Shure, M. B.	A Developmental Study of the Concepts of Fairness, Generosity and Selfishness	42
Southard, D. A.	Cross-Modal Discrimination of Geometric Forms by Young Children	26
Stegall, M. L.	Geographical Mobility and Academic Achievement of a Group of Ninth Grade Junior High School Students	50

<u>Author</u>	<u>Title</u>	<u>Page</u>
Steuer, F. B.	Competition for Self vs. Competition for a Group in a Task of Perceptual Judgment	42
Stewart, D. W.	A Theoretical Comparison of Unconscious, Unsymbolized Needs With Value-Oriented Self-Processes	51
Stinnett, N. Jr.	Parent-Peer Orientation of Junior High School Remedial Students	63
Strickland, C. C.	A Comparison of the Expressed Preferences of Preschool Children for Songs in the Major or Minor Musical Mode and the Presence of Songs in Such Modes in a Selected Sample of Children's Musical Literature	27
Sutliff, D. F.	Some Social Factors Affecting Student Choice of College	64
Suydam, C. A.	A Description of Selected Mental Health Treatment Agencies in Lansing, Michigan	84
Theodore, C. N.	Influences on Children's Rule Enforcing	42
Thomas, B. K.	Personal Concerns of Ninth Grade Homemaking Students in an Urban Area	64
Threadgill, B. N.	Selected Background Characteristics of Rural Youth From Nonintact Families in Tennessee	51
Tilford, C. J.	Behavior Variability Among Adopted and Biological Infants Under Stress	28
Timmons, M. B.	A Survey to Determine Child Care Services Desired by Working Mothers of Preschool Children and Available Child Care Services in the Lubbock Day Nurseries	28
Toews, W. F.	Self-Esteem, Perception of Parental Control and Hostility of Adolescents	52
Tramp, B.	Consistency in Color Preferences of Kindergarten Children	43

<u>Author</u>	<u>Title</u>	<u>Page</u>
Tricot, J. C.	Reading Practices of a Selected Group of Families of Preschool and Primary Grade Children, Clarksburg, West Virginia	43
Turner, E. A.	Developmental Studies of Sentence Voice and Reversibility	44
Turner, J. G.	A Comparative Study of Characteristics Used in Rating of Dates and of Dating Behaviors in Rural-Urban L.D.S. Samples	65
Tyler, E. W.	Factors Associated with the Life Satisfaction of Full-Time Employed Mothers	70
Updegraff, S. G.	The Changing Role of the Grandmother in Family Interaction	72
Vicinanza, P.	Differences Between Aspirations and Expectations of Adolescents	52
Wagoner, E. T.	A Survey of Weekday Programs for Preschool Children in Southern Baptist Churches in North Carolina	29
Walton, B. P.	A Study of Differences in Self-Concept and School Achievement of Culturally Deprived and Middle-Class Adolescents	53
Weissman, J.	An Exploratory Study of Communication Patterns of Lower-Class Negro and Puerto Rican Mothers and Pre-School Children	81
Whiting, R. I.	The Effects of Adult Presence and Absence on the Independence Behavior of Preschool Children	30
Wilson, R. W.	A Study of the Values of Female Adult Volunteer Leaders	70
Woodworth, C. J.	Family-Oriented Therapy and Delinquency Rehabilitation: A Proposed Delinquency Rehabilitation Program for the Utah State Juvenile Courts	65
Wyman, D. L.	Nonverbal Communicative Skills Used with Peers by Deaf and Hearing Five-Year-Old Children	44
Zollinger, D.	Perceived Parental Evaluations and the Child's Self-Concept	45